DOCUMENT RESUME

ED 034 227 CG 004 468

AUTHOR	Parnell, Dale; And Others
TITLE	Teacher's Guide to SUTOE (Self Understanding Through Occupational Exploration).
PUB DATE	Jun 69
NOTE	201p.
EDRS PRICE	EDRS Price MF-$1.00 HC-$10.15
DESCRIPTORS	*Career Planning, Junior High School Students, Occupational Choice, *Self Concept, *Self Evaluation, *Teaching Guides, *Units of Study (Subject Fields)

ABSTRACT

The course Self Understanding Through Occupational Exploration (SUTOE) was initiated first on a pilot basis in two school systems and later expanded to 18 school systems and 850 students. This guide is a revision of the original Teacher's Guide for SUTOE. There are 10 units presented, including: (1) pupil involvement in SUTOE, (2) self appraisal and self understanding, (3) relating school to occupational planning, (4) the individual's role in the economic system, (5) preparing students for in depth career study, (6) evaluating experiences and planning ahead, and (7) final course evaluation and recommendations. The objectives of each unit and the unit length are given in the table of contents. Suggested implementation is provided in the unit plan for each objective. (Author/KJ)

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ED034227

1969 DRAFT

TEACHER'S GUIDE TO:

SUTOE

(Self Understanding Through Occupational Exploration)

June 1969

OREGON BOARD OF EDUCATION

DIVISION OF COMMUNITY COLLEGES AND VOCATIONAL EDUCATION

Salem, Oregon 97310

CG004468

FOREWORD

The course SUTOE (Self Understanding Through Occupational Exploration) was initiated on a pilot basis in two school systems, Coos Bay District #9 and Klamath Union High District #2, with 157 students in the fall of 1967. It expanded to approximately 850 students in 18 school systems in the 1968-69 school year. This Guide is a revision of the original Teacher's Guide for SUTOE. Changes are based on the experiences and recommendations of those who have worked most closely with the program and its philosophy.

The intent of the program is to provide relevant exploratory experiences to junior high age students. Within this framework there is a synthesis of efforts from guidance, career education and general education. At this point we truly believe it is possible to refrain from further talk of vocational education versus academic or college prep education. SUTOE deals with the whole child and his developmental tasks, as implied in the title of the course.

It is essential that we in education concern ourselves continually with the individual and his potential, both latent and acquired, so that he can reach the mountain top to view the broad aspects of the world of work and his possible place in it. As that occurs, each student will be in a better position to make career and life decisions that are meaningful to him, and to seek school programs to implement his self-concept. The SUTOE course is a relevant vehicle for such a purpose.

Dale Parnell
DALE PARNELL
Superintendent Public Instruction

ACKNOWLEDGMENTS

Personal acknowledgments are due many people for helping to bring the SUTOE course to fruition. Without them, completion of the Teacher's Guide would have been seriously handicapped. Among those making pertinent contributions to the pilot draft in 1967 were: Ed Aspitarte, Ontario Junior High Counselor; Jerry Beier, David Douglas Assistant Principal; Ron Daugherty, Coos Bay Vocational Director; Max Garrett, Cascade Junior High Counselor; Cas Heilman, Hood River County Vocational Supervisor; Jim Roberts, Molalla Principal; John Rost, Roosevelt High School Vocational Counselor; Wec Rumbaugh, Lane County IED Vocational-Technical Coordinator; and Phyllis Wright of The Dalles. Mrs. Wright also served as consultant for re-writing from the original draft and made outstanding contributions in this capacity.

James Lacy, former State Department of Employment Supervisor of Occupational Analysis, and Ben Simmons, now deceased, Oregon Board of Education Curriculum Director, participated with helpful comments. More directly involved in continuing study and evaluation of the evolving course were Ronald E. Kaiser, Vocational Education Research Supervisor; Glen L. Weaver, Supervisor of Guidance Services; and Leslie L. Adkins; Consultant in Guidance, all from the Oregon Board of Education. Hartley B. Campbell, Vocational Guidance Consultant, Division of Continuing Education, in cooperation with the Oregon Board of Education, initiated the project and has continued to carry it forward.

During the 1968-69 school year, two state-wide one-day SUTOE workshops were held to assess developing progress and/or problems and to help formulate plans for a projected revision. All 18 of the school systems using SUTOE were represented in one or both of these meetings.

In the spring of 1969 a SUTOE Teacher's Guide Revision Committee was convened to consider needed changes in the pilot draft. Personnel involved in the revision project were experienced SUTOE instructors and others who have been closely involved in the evolving concept over the past two and one-half years. The result has been a tightening of the structure which provides more direction for the teacher and class. At the same time, there is more choice for individual activities and pursuits. Individual and group guidance aspects have been strengthened while occupational exploratory experiences have become more easily identifiable.

Those taking active parts in the Revision Committee were: Les Adkins, Oregon Board of Education Guidance Consultant; Jerry Angelo, North Douglas Elementary; Ralph Brown, Fort Stevens Junior High, Ken Coffman, Mazama High in Klamath Falls; Patrick Cowan, Lewis and Clark Elementary; Ron Daugherty, former Coos Bay Vocational Director (presently with Lane Community College); Robert Huntsman, Broadway Elementary in Seaside; Pete Jones, Clatsop-Tillamook Counties Vocational Coordinator; Thalia Jewel, Mazama High; Bill Looney, Ontario Junior High; Martha Park, Beaver Grade; Dale Reiber, Michigan Avenue School in Coos Bay, Sister Laura Jean Remington, Star of the Sea in Astoria; and George Thompson, La Creole Junior High in Dallas. Hartley Campbell coordinated the project. Administrators from the schools represented have enthusiastically encouraged participation by the SUTOE teachers.

Many others from within the Board of Education staff and from the Department of Employment have made helpful suggestions and offered services to make the project a success.

Carrol De Broekert Director General Education and Student Services	Al Ringo State Director Vocational Education

LIST OF CONTENTS

Page

Preface xiii

Underlying Basic Assumptions xvii

Introduction 1

Approximate
Weeks per UNIT

6 I PUPIL INVOLVEMENT IN SUTOE 7

Objective 1. The student will write about his tentative occupational plans. 7

2. The students will know the purpose of the course, its general content, the methods to be used, and specific requirements. 7

3. The students and the teacher will establish an effective working relationship. 9

4. The student will gain knowledge about our economic system and its manpower needs as it relates to the individual. 9

5. The student will become familiar with occupational classifications and clusters. 11

6. The student will know resources for later in-depth study of occupations. 13

7. The student can relate self understanding to a tentative occupational choice. 14

4 II SELF APPRAISAL AND SELF UNDERSTANDING 17

Objective 1. The student will become aware of the terminology used for self understanding and job selection. 17

2. The student will gather for his own use all possible information about himself. 19

3. Each student will compile a profile of himself which will help him assess his strengths and weaknesses. 20

Weeks per Unit — Page

4. The student will plan experiences, both inside and outside the school, which will help him capitalize on his strengths and strengthen his weaknesses. 21

5. The student will realize how self understanding can help him acquire the skills, knowledge, attitude and habits needed to get along better with himself and others. 22

4 III RELATING SCHOOL TO OCCUPATIONAL PLANNING 25

Objective 1. The student will relate the value of his present studies to future occupational opportunities. 26

2. The student will be able to relate the skills, knowledge, attitudes, and habits of at least one elective course to salable skills in a future job. 27

3. The student develops or reviews, through individual or group conferences with counselors, his education plan for high school. 29

4. The student will analyze and reinforce skills he has developed or needs to develop to be successful at being a student (his present occupation). 29

6 IV THE INDIVIDUAL'S ROLE IN THE ECONOMIC SYSTEM 33

Objective 1. The student will become acquainted with the concepts related to production, distribution and consumption, which are essential to understanding our economic system. 35

2. The student will explore the need for a healthy economy, as it relates to himself. 36

3. The student will examine aspects of business operation. 37

4. The student will realize the role of government in our economic system. 38

5. The student will investigate his role as a consumer. 40

Weeks per Unit			Page
4	V	PREPARING STUDENTS FOR IN-DEPTH CAREER STUDY - INTRODUCTION TO UNITS VI, VII, AND VIII	49
	Objective	1. The student will learn to interpret the DOT numerical coding system and to use the DOT system in finding and filing occupational information.	50
		2. The student will organize for in-depth study of selected occupations by identifying individual preferences for research in relation to Data, People, and Things.	53
		3. The student will learn the appropriate research activities for gathering and evaluating occupational information.	54
2	VI	EXPLORING JOBS PRIMARILY INVOLVING WORK WITH DATA (IDEAS, SYMBOLS)	59
	Objective	1. The student will gain a general understanding of the relationship of Data work with our economic system.	59
		2. The student will identify and explore specific requirements and skills needed for working with data as a primary function.	60
		3. The student will investigate changes taking place in this field of work and compare the opportunities in data work with those in other facets of employment.	63
		4. The student will evaluate personal interests in this category in relation to other knowledge of self.	64
2	VII	EXPLORING JOBS PRIMARILY INVOLVING WORK WITH PEOPLE (ANIMALS)	65
	Objective	1. The student will gain a general knowledge of the relationship of careers involving working with people to the economic system.	65
		2. The student will identify and explore specific requirements and skills needed for working with people as a primary function.	66

Weeks per Unit — Page

3. The student will investigate changes taking place in this field of work and compare the opportunities in jobs working with people to those in other facets of employment. 68

4. The student will evaluate personal interests in this category in relation to other knowledge of self. 70

2 VIII EXPLORING JOBS PRIMARILY INVOLVING WORK WITH THINGS (OBJECTS, MATERIALS) 71

Objective 1. The student will gain a general knowledge of the relationship of careers involving working with things to the economic system. 71

2. The student will identify and explore specific requirements and skills needed for working with things as a primary function. 72

3. The student will investigate changes taking place in this field of work and compare the opportunities in jobs working with things to those in other facets of employment. 75

4. The student will evaluate personal interests in this category in relation to other knowledge of self. 76

5 IX EVALUATING EXPERIENCES AND PLANNING AHEAD 77

Objective 1. Each student will review his future educational needs and reassess occupational opportunities. 77

2. Each student will clarify his understanding of regulations and agencies controlling or affecting workers. 80

3. The student will know effective resources and techniques for locating and acquiring jobs. 81

4. The student will identify factors involved in holding and succeeding in a job. 84

5. The student is able to identify guidance resources which will assist persons whose educational plans require change. 87

1 X FINAL COURSE EVALUATION AND RECOMMENDATIONS 91

Objective 1. The students and teacher evaluate individual and group progress and react to the SUTOE experience. 91

Page

2. The instructor will seek cooperation for follow-up studies at the high school and post-high school level. 93

Selected References 95

Appendix I

EFFECTIVE RESOURCES AND TECHNIQUES IN CONDUCTING THE SUTOE COURSE 103

1.- Field Trips 103

2 - Games 104

3 - Grievance Committee Technique 104

4 - Group Discussion 105

5 - Guest Speakers 105

6 - Independent Study 106

7 - Individualizing Instruction Through Alternate Assignments 106

8 - Inductive Approach to Learning 107

9 - Materials from Potential Work Stations 107

10 - Meeting with Parents 108

11 - Note Card Shuffle 108

12 - Occupational Password 109

13 - Original Materials 109

14 - Role Playing 109

15 - School Activities 110

16 - School Library or School Guidance Center 110

17 - Spanning the Gulf 110

18 - Student Evaluation 110

19 - Testing 110

20 - Work Experience and Work Observation Opportunities for Students, or Learning Through Job Placement 111

Page

Appendix II

A-1 Group Involving Processes 113

A-2 SUTOE Group Observation 116

A-3 Simplified: Force Field 117

A-4 Johari Window 118

B-1 Occupational Economics Pre-test 119

B-2 SUTOE - Land 121

B-3 EOTUS - Island 124

C-1 How to Use the 1965 Edition of the Dictionary of Occupational Titles 125

C-2 Explanation of Relationships Within Data, People, Things Hierarchies 129

D-1 Research Map for the DOT 133

D-2 DPT Baseball 134

E-1 Reminders to the Teacher for Supervising Occupational Research 135

E-2 Teacher's Guide for Helping Students Develop Criteria for Meaningful Occupational Research 137

E-3 Sample Evaluation Form for Resource Speaker, Field Trip, or Film 143

F-1 Personal Data Sheet 145

F-2 Personal Data Sheet 147

G Find Your Own Interests 161

H-1 Self-Evaluation 165

H-2 You and Your Vocation 169

I Letters of Application 171

J Occupational Cluster Interest Survey 173

Page

K STEP Adaptations: 175

1 - Automation and the New Evolution in Industry 175

2 - Why Stay in School 177

3 - The Newspaper as an Aid in Looking for a Job 179

4 - Applying for a Job 181

5 - Good Grooming 183

6 - Your First Job 187

L-1 Initial Sample Letter to Parents 189

L-2 Follow-up Sample Letter to Parents 190

L-3 Sample Evaluation Form for Students, Parents, and Resource Persons 191

L-4 Student Evaluation of SUTOE 193

L-5 Guidelines for Letter to Potential Employers 194

M-1 Suggested General Tests 195

M-2 Examples of Study Skills Resources 197

PREFACE

Why a Course in Self Understanding Through Occupational Exploration?

In a rapidly changing complex industrial society such as ours, there is a need for all citizens to have as much knowledge as possible about the economic structure and its influence on individuals in work and social pursuits. Having a general or theoretical knowledge of the world of work will be of little value unless those involved are capable of making wise decisions when confronted with multiple choices. As all citizens are sooner or later faced with a variety of choices, and virtually all are exposed to school experiences, it can be assumed that the logical place to receive help in learning to make decisions is in the formal school setting. Before this ideal has real hope of attainment for the great majority, it will be necessary for new approaches to be developed in many school situations. SUTOE is one such approach.

The purpose of SUTOE is to instill ideas concerning one broad aspect of the decision-making process as it relates directly to almost all people in a truly democratic society. That broad aspect concerns investigation and evaluation of information about career opportunities and societal needs. While no individual in a democratic society should have the right to tell another what he must choose to do for a livelihood, nor how he must use his leisure time, these personal decisions are influenced by the overall needs and opportunities of the economic system. The resulting choices are likely to be due to immediate circumstances rather than rational planning unless the individual has a great deal of awareness regarding the choices open to him.

It is hoped that as a result of this course, students will be helped to make good decisions, making it easier to adjust to change and plan their futures more effectively. A good decision "is one in which the decider has considered all possible alternative actions, the probable outcomes of each, the probability of success of each and is willing to take the responsibility for the decision." No one can prescribe satisfactory occupational goals for the individual. He must seek his future through self appraisal and awareness of occupational opportunities.

With multiple predictions to choose from, it is time young people were given information in a systematic way about their choices and aided in learning to make appropriate decisions. It would help to make possible what Super has referred to as "planfulness." There needs to be stress on the dignity and value of work, all work, with less emphasis on some of the more "prestigious" factors, thus encouraging a more realistic understanding. A feet-on-the-ground, eyes-on-the-stars approach might be desirable.

To further substantiate the need for a course of this nature, reference is made to the investigation by Grant Venn, Man, Education and Work, as well as several other sources listed in the Selected References. Among them is the "Final Report of the Education Improvement Advisory Commission," State of Oregon, 1966,[1] in the section titled "Vocational Education," page 61, item 1:

> "Group and individual guidance about occupations should begin during the junior high school years to facilitate wise occupational choice by assuring that every youngster becomes familiar with the different types of work that exist."

---

[1] Education Improvement Advisory Committee, #51 in Selected References.

From Imperatives in Education [2] by the American Association of School Administrators, Imperative 3, "To Prepare People for the World of Work," several items are noted, some of which are:

> "...it is imperative that the school be organized to help the worker make successful career changes and to assist young people in preparing for the world of work." (p. 22)
>
> "...and that much more time, skill, and money be devoted to vocational guidance in schools at all levels and through agencies and institutions of the community." (p. 23)

Imperative 3 emphasizes the dignity of all socially useful labor, and that attitude development toward vocational education should begin early and be continued. On page 32, we find:

> "Proper job placement contributes to mental and physical health and increases the individual's productivity. No other activity undertaken during waking hours occupies more time or so affects total well being, determines companions, or sets the backdrop for activities as does the occupation the individual chooses to enter. Furthermore, the search for a personal place in a chosen vocation so enriches understanding of occupational conditions that tolerance of other people and other vocations is increased... It is imperative that the vocational guidance program provide young people with a process of self-evaluation to help them make intelligent choices."
>
> Page 33 goes on to say: "This all-important end cannot and must not be left to chance or be merely an incidental by-product of the education process. The school must not only see this as a major purpose, it must be willing to do something about it."

Among the suggestions are more focus on vocational curriculum objectives, expert counseling, and helping young people to know themselves better. These are among the objectives sought in this course, Self Understanding Through Occupational Exploration.

Hartley B. Campbell, Editor
Vocational Guidance Consultant
Division of Continuing Education
in cooperation with Oregon
Board of Education

---

[2] American Association of School Administrators, #21 in Selected References.

UNDERLYING BASIC ASSUMPTIONS

1. All students should have an opportunity to explore the broad total of the world of work.
2. All students should have opportunity to develop a self concept.
3. All students should have experiences in meaningful decision making, and in accepting responsibility for their own decisions.
4. The junior high school years are a time of high potential for developing an awareness of relevant factors to be considered in decision making.
5. Career choice and its implementation is a developmental process.
6. A challenging experience-centered course that stimulates creative individualism is valid for junior high age students in that they become more aware of both strengths and weaknesses, and reflect more positive interests.
7. A program that provides opportunity for acquiring self understanding and knowledge of the world of work, in combination, will contribute much toward helping youth prepare for their place in a complex socio-economic world of reality.
8. More adequate educational goals and tentative career choices may be established by students, as a result of the experiences provided through an organized classroom approach.

INTRODUCTION

What is the Problem?

Even though virtually all young people are faced with decision making problems early in their school years, especially during the junior high years, few are exposed to a systematic approach. The students are called upon to decide whether they expect to go to college, the military, work, or marriage, etc., before most of them have become aware of even the broad choices available. In many schools this becomes necessary in order for students to be placed into "tracked" programs or for yearly pre-registration procedures. Once the individual has been channeled in a particular direction it oftens becomes difficult later to make changes in his program as his own specific assets and deficiencies are noted. It does not leave time for the student to go back and pick up the prerequisites. As a result, far too many students reach graduation day, or the end of their formal schooling, with more confusion in their minds regarding goals than would be necessary had there been a rational approach to the problem. They often are not led to see the possible alternate choices and resulting possible outcomes, nor the relationship between the two.

How is the Problem Being Met?

Most schools in Oregon do not offer a formally recognized course in occupational exploration though many have individual staff members who "work it in" as a unit in classes ranging from required social studies or English (in a variety of grade levels) to electives such as business education or vocational agriculture. These units vary in length from a few days to a few weeks; and in approaches from a few pages referred to in a book, to somewhat detailed investigation of career opportunities and needs. These rarely include examination of personal interests, aptitudes, training requirements, educational needs, temperament qualifications, and supply and demand, as well as environmental factors. They also occasionally endeavor to investigate the local opportunities via surveys, field trips, guest speakers, and individual interviews. Writing sample letters of application and role playing job interviews are occasionally attempted.

Too often, the units result in busy work assignments and extensive use of material copied from very limited sources, not always the most up to date. Experiences in evaluation by the student are usually lacking in the latter approach at least, even if some information is gained and retained. At best, the better programs (units) are usually for a limited clientele, and of such short duration that they are likely to serve only a short range purpose or miss entirely some of the students who are most in need of information and experiences in decision-making as related to their total life goals. The negative aspects of such superficial solutions to the problem are readily apparent in too many cases. Among them are:

1. The intense boredom in studying half-heartedly a topic that seems to be of distant value when assigned for the sake of assignment.
2. Obvious encouragement of plagarism.
3. Teacher lack of interest or qualifications.
4. Leaving the student out of the process of evaluation.
5. Further frustration for the conscientious student due to a lack of sense of direction in making use of this new found knowledge.

6. The more obvious lack of a place in the curriculum of the ordinary school where virtually all are afforded an opportunity to gain experience in decision-making in this, one of the most vital and realistic activities of their lives, while young enough to do something constructive about it.

For perhaps too long a time, in too many schools, some counselors and interested teachers have attempted to provide occupational information on an informal or individual basis to students. Too long, because it is inadequate and incomplete.

The trend toward organizing courses of study relating to vocational exploration is increasing throughout the nation though programs operate under a variety of names. There seems to be little uniformity in the approach used in making it meaningful.

The total community resources in personnel and facilities are sometimes brought into the exploratory course via field trips, guest speakers, individual interviews, or a day on the job. Occasionally, the program includes placement on a part-time job for the student. Further, the instructor with imagination makes extensive use of the newspaper ads, local job application forms, general and specific references to literature related to the world of work, and decision-making processes. In order to promote greater understanding by the students, some of the courses emphasize in the beginning a unit on economics as it relates to a person's everyday life as a producer and consumer. Some programs tend to assume this phase of orientation has been largely handled in other courses or they specifically initiate instruction in economics as related to work units at an earlier grade level as part of a developmental approach to preparation for the future.

How Does SUTOE Approach the Problem?

It is clear that the problem of providing adequate vocational guidance in regard to occupational planning is a felt need not only in our State, but also throughout the nation. This course, SUTOE, has been designed to aid Oregon school districts in bolstering their vocational guidance programs by attacking the problem on a broader and more comprehensive scale than individual counseling or isolated, piece-meal units permit. Its classroom approach, at a strategic grade level with respect to educational planning needed to reach occupational goals, will enable more students to benefit. As a vital segment of an on-going guidance and vocational program it can play a major role in helping schools meet their students needs. Each of the ten units in the Guide is focused upon appropriate behavioral objectives.

The intent is not to imply there is any quick or easy solution to the problem, but it is to suggest that probably there is a growing need for a course in occupational planning in the general education curriculum of Oregon schools. It will not make experts in careers, or even by itself prepare students to step into the beginning level jobs, but it should broaden their horizons and give them insight for planning their goals with fewer frustrations or dead-end starts, even through present trends indicate young people of today may expect to change careers a number of times during their lifetime. Next to communication skills per se, vocational and related educational planning decisions, along with those concerned with lifemate choices and leisure time use, are most needed. They cannot be considered intelligently without the individual having knowledge of himself, his present environment, and the realistic potentials available.

Schools that anticipate using the SUTOE program should plan on extra expenditures for field trips and somewhat smaller class loads than many schools now provide. No text books as such are recommended, but a classroom set of DOT's (Dictionary of Occupational Titles) should be provided for reference work, not more than two or three students to each set. Extensive use of resource persons from the community should be expected. It also seems likely that more films and filmstrips should be budgeted for, and readily available, than is customary in many classrooms.

School systems which may wish to use the program will be requested to have the designated instructors assigned to a workshop, extension course, or other in-service class to familiarize them with the objectives and help them prepare meaningful lesson plans for SUTOE implementation.

Without question, the philosophy of the school officials and the individual in charge of the course will be key factors in determining the success of SUTOE.

THE ROAD NOT TAKEN

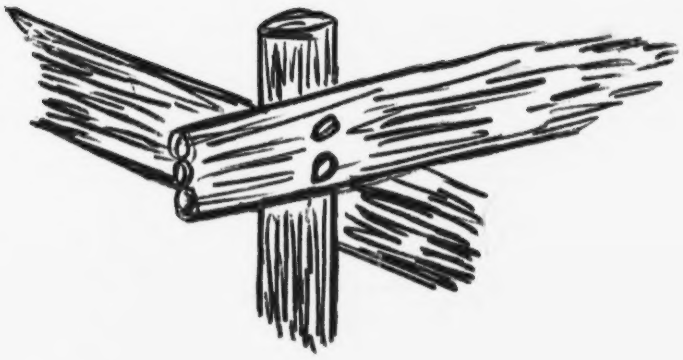
Two roads diverged in a yellow wood,
And sorry I could not travel both
And be one traveler, long I stood
And looked down one as far as I could
To where it bent in the undergrowth;

Then took the other, as just as fair,
And having perhaps the better claim,
Because it was grassy and wanted wear;
Though as for that the passing there
Had worn them really about the same,

And both that morning equally lay
In leaves no step had trodden black.
Oh, I kept the first for another day!
Yet knowing how way leads on to way,
I doubted if I should ever come back.

I shall be telling this with a sigh
Somewhere ages and ages hence:
Two roads diverged in a wood, and I--
I took the one less traveled by,
And that has made all the difference.

ROBERT FORST



UNIT I - PUPIL INVOLVEMENT IN SUTOE

OBJECTIVE 1: THE STUDENT WILL WRITE ABOUT HIS TENTATIVE OCCUPATIONAL PLANS.

Suggested Implementation

The first full period of class should involve students in thought and activity as related to their goals and the course. Assign a short theme, to be written on paper furnished by the instructor. It should be headed by the title, MY OCCUPATIONAL GOAL: WHY AND HOW I PLAN TO ATTAIN IT, and should be completed in class during the first meeting. This brief essay will provide insight into each student's thinking about his future, his writing skills, and organizing ability. (At the end of the course the same theme should be reassigned as one means of measuring the student's progress in identifying realistic, tentative occupational goals. Therefore, the teacher will want to keep these beginning essays for later comparison.)

For supplementary activities, it might also be possible to use occupational interest "check lists," such as those sometimes used by the State Department of Employment, when interviewing job applicants or high school students.

OBJECTIVE 2: THE STUDENTS WILL LEARN THE PURPOSE OF THE COURSE, ITS GENERAL CONTENT, THE METHODS TO BE USED, AND SPECIFIC REQUIREMENTS.

Suggested Implementation

The teacher may wish to prepare an outline copy of this information for distribution and discussion in class, with the suggestion it be shared with parents then retained for notebooks.

Teacher and class discussion of:

1. What is SUTOE
2. Purpose of the course
3. Overview of each of the units to be covered
4. Overview of the methods to be used in the course (e.g., field trips, role playing, films, individual projects and conferences, etc.) The teacher may wish at this time to provide students with general information on regulations and procedures for classroom conduct, field trips, setting up student conferences, interviews, etc. However, some of this might be more meaningful if deferred until he is actually preparing the class to engage in that activity for the first time. See Appendix I, p. 103, "Effective Resources and Techniques in Conducting the SUTOE Course."
5. Student requirements:
    a. Attendance
    b. Keeping an up-to-date notebook
    c. Completing assignments on time
    d. Factors affecting grading and credits
    e. Other requirements selected by the teacher
6. Send a letter to the parents acquainting them with the nature of the course and asking for their assistance and participation. See Appendix II, L-1, p. 185.

OBJECTIVE 3: THE STUDENTS AND THE TEACHER WILL ESTABLISH AN EFFECTIVE WORKING RELATIONSHIP.

Suggested Implementation

Group Dynamics: See Appendix II, A series, p. 113, for possible means of establishing a working relationship.

1. Introduce trio groups, unstructured.
2. Structured trio work, one observer, then to larger groups. See Appendix II, A-1, p. 114.
3. Group discussion:
    a. What students wanted to be when they were first graders, as compared with what they now consider their goals, to point out the shifting nature of occupational goals.
    b. Student discussion of the most unusual occupation about which they have heard.
    c. Students analyze some of the disadvantages, as well as advantages, of several of the so-called "glamour" careers.
4. Discussions - Who Am I?
    a. Set some goals
    b. What helps?
    c. What hinders?

OBJECTIVE 4: THE STUDENT WILL GAIN KNOWLEDGE ABOUT OUR ECONOMIC SYSTEM AND ITS MANPOWER NEEDS AS IT RELATES TO THE INDIVIDUAL.

Suggested Implementation

A sample pre-test is included in Appendix II, B-1, p. 119, to be used as a starting point for activities listed below. (Refer to current labor statistics)

1. Topics to consider:
    a. The average person's life working span is 40-50 years.

b. Technical advancements may shorten the life working span in the future, thus making avocational and leisure time activities more important.

c. More women are working for longer periods of time.

d. Approximately one-third of the work force is composed of women.

e. Over 90% of the married women today have worked in gainful employment at some time or another after marriage.

f. Constant training and/or retraining will be required for occupational survival.

g. Increasing mobility of Americans necessitates adjustments in the labor force.

h. We are gradually moving toward equal employment opportunities, irrespective of race, religion or sex.

i. The general population shift from rural to urban living requires economic readjustments.

2. One or more of the following suggested class or individual activities may be useful:

   a. Have students estimate the work life span of their fathers, or themselves.

   b. Survey the class to see how many mothers of students have worked in paid employment after marriage and/or are presently working.

   c. Have a student debate or panel on whether mothers should work.

   d. Have students report on legislation and progress toward creating equal work opportunities, despite race, religion or sex. Discuss present-day inequities and prejudices.

   e. Show a film on the effects of automation. Follow with discussion on the decline and expansion of job opportunities. See Appendix

II, K-1, p. 175.

f. Have brief reports on new careers created by the space industry.

g. Write an essay or discuss the importance of staying in school. Films and speakers are plentiful on this subject. See Appendix II, K-2, p. 177.

h. Bring to class for discussion and display newspaper articles, magazine articles or government publications dealing with trends in the world of work.

i. Through discussion, oral or written, have the students verbalize the importance and dignity of all kinds of work by envisioning what our society would be like if suddenly the dog catchers, doctors, garbage men, bankers, morticians, lawyers, street sweepers, mechanics, and policemen should disappear.

OBJECTIVE 5: THE STUDENT WILL BECOME FAMILIAR WITH OCCUPATIONAL CLASSIFICATIONS AND CLUSTERS.

To enable him to grasp the diversity of jobs, as well as to teach him to see the relationship of groups of occupations requiring related skills, knowledge and aptitudes and interests.

Suggested Implementation

1. Students clip individual jobs of interest from newspaper want ads
    a. Glue to index cards
    b. Cluster 20 each into some manner of their own choosing.

2. Explain the cluster approach to grouping related jobs as used in Oregon.

   The Cluster Concept

   > "The occupational cluster concept simply holds that occupations may be classified into logically related groups on the basis of authentic identical or similar elements or characteristics. If the concept is to be utilized in planning occupational education, the identical or similar elements that may link occupations into clusters-of-occupations must be located among the manifold skills and knowledges necessary for workers to perform effectively in the multitude of jobs found in our economy. Hence, as it is used in this Guide, a "cluster of occupations" is composed of recognized occupations which are logically related because they include identical or similar teachable skill and knowledge requirements." Source: Guide to Structure and Articulation of Occupational Education Programs, Oregon Board of Education.

   After each cluster has been investigated through discussion or activities, use the "Occupational Cluster Interests Survey" Appendix II, J, p. 173.

3. Introduce the students to the Dictionary of Occupational Titles by pointing out the number of different occupational listings to emphasize the diversity of jobs. Let them browse through the listings.

4. Discuss information concerning other types of classifications (e.g., Bureau of Census classification, indoor and outdoor grouping, vertical and horizontal groupings, and the DOT "Data," "People" and "Things" groupings) listed in publications noted in the "Selected References" section at the end of this guide and in Appendix II, C series, p. 125.

5. Arrange for students to spend some time in each of the occupational cluster environments. Some of these may be experienced in the school setting, but others may necessitate field trips to

specialized industries, agencies or businesses. Speakers, films and simulated field trips may be used to explore occupational cluster environments not otherwise available.

6. Have the students classify by cluster the jobs of five adults--parents, relatives or acquaintances.

OBJECTIVE 6: THE STUDENT WILL KNOW RESOURCES FOR LATER IN-DEPTH STUDY OF OCCUPATIONS.

Suggested Implementation

1. By brainstorming or buzz group discussions have the students develop a list of people, places and materials at the school, community, state and national levels which they can consult for assistance and information. Upon completion, the total list of resources should be duplicated for each student's notebook.
2. Visit the guidance office, resource center and library to acquaint students with services and materials relating to their course. If possible, give a specific assignment to each student which will require him during the course of his visit to find and use at least one of the resources. For example, each student could locate a career fiction or non-fiction book in the library and fill out a form card to be added to a classroom index compiling information on such books for later reference or general reading by students. It may be necessary to sub-divide or rotate groups of students for this activity.

   During such visits, involve other staff members, such as librarians and counselors, so that students become acquainted with them and feel free to ask their assistance in the future.

3. Visit or have speakers from selected community agencies, such as the Oregon Employment Service, Chamber of Commerce, unions, apprenticeship councils, etc., to explore the services offered by each.
4. Have students write a letter to a national professional association or similar organization, inquiring about career opportunities.

OBJECTIVE 7: THE STUDENT CAN RELATE SELF UNDERSTANDING TO A TENTATIVE OCCUPATIONAL CHOICE.

Suggested Implementation

1. Ask each student to write a brief definition of what the word success means to him. Compare definitions to show that success is relative to each person's own goals, aptitudes, interests and values.
2. Have each student look up a biographical description of someone he regards as very successful to find out what early experiences, jobs, or schooling he had that contributed to his eventual success.
3. For fun, let the students estimate and figure out in years, days, hours and minutes the time the average man spends working in his life time. Have them each identify some job or task he dislikes to do and envision in his fancy spending the estimated time doing this distasteful job. Let him name one kind of work or strenuous activity that he enjoys so much that it would be a pleasure to spend the time doing it.
4. Plan and produce a skit or assembly program illustrating the nature of success and how it can best be achieved.

5. Write a news article, poem or story dealing with success.
6. Interview someone they regard as successful in order to find out the "secret of his success." Compile this list of "secrets" to send to the school newspaper.

CULMINATING OR EVALUATIVE ACTIVITIES FOR UNIT I

Possibilities for terminating this unit:

1. Giving students a choice of developing a notebook of annotated clippings and class notes dealing with trends in the world of work, some of which were discussed in Objective 4.
2. Delivering a 10-minute oral report on one or more of these trends, discussing how it may affect him personally in his future work life; or
3. Preparing a written report on this same subject.
4. Compiling and updating students notebooks.
5. Developing a glossary of new terms and definitions learned in this unit.
6. Testing on new terminology and basic concepts which were included in the unit.

UNIT II - SELF APPRAISAL AND SELF UNDERSTANDING

Some suggested general tests and their sources for possible use are listed in Appendix II, M-1, p. 195 Guidance department personnel may provide additional possibilities.

OBJECTIVE 1: THE STUDENT WILL BECOME AWARE OF THE TERMINOLOGY USED FOR SELF UNDERSTANDING AND JOB SELECTION.

Suggested Implementation

1. Use the self-evaluation forms in the Appendix II, G and H-1, as a preliminary introductory activity to later more detailed study of each factor listed below. Each factor represents a phase of self understanding required for adequate self appraisal.
2. Differentiate, identify and define aptitudes, interests, values, personality traits, physical assets and limitations and achievements and/or accomplishments.
3. Divide the class into groups and assign each group the responsibility of planning with the teacher's help and presenting to the class through audio-visual aids, guest speakers, panels, tests and inventories of information the students will need in order to appraise themselves in each of the factors listed in 2 above. (The teacher or an outside expert may be called on to help administer these.)

In planning for their presentation each group will need to consult general references, such as dictionaries and encyclopedias, in addition to specific resources recommended by the teacher, such as A-V centers, library, guidance office, employment service counselors, vocational rehabilitation center counselors, mental health clinic personnel, etc.

A written plan for the presentation should be turned in to the teacher by the group chairman and include: content of the presentation, means to be used in presenting the content, and assignments of individual responsibility within the group. The teacher will schedule and coordinate the presentations, review and draw out the main ideas to help evaluate them, and involve students in sending "thank you" letters and follow-up evaluation forms to resource persons.

4. Prepare a worksheet requiring essay type responses to the following questions:
    a. How do an individual's aptitudes influence job selection and success?
    b. How do a person's interests lead to occupational opportunities?
    c. What effect do values have on satisfactory job selection and success?
    d. Why is self understanding of personality traits important to wise job selection?
    e. How does awareness of physical assets and limitations contribute to suitable job choices?

   f. In what ways do past achievements contribute to finding the right job and succeeding in it?

5. Have students plan bulletin boards, posters or other displays illustrating the concepts arrived at in their buzz sessions.
6. Show a film or have a speaker discuss how these factors influence occupational planning.
7. Reinforce, review and evaluate students' learning by oral or written discussion and quizzes.

OBJECTIVE 2: THE STUDENT WILL GATHER, FOR HIS OWN USE, ALL POSSIBLE INFORMATION ABOUT HIMSELF.

Suggested Implementation

1. Re-distribute and review Appendix II forms H-1 and G which were used to introduce the unit. Through class discussion evaluate the forms, especially H-1, to see whether or not it includes all aspects which a student needs to consider in order to adequately appraise himself. List aspects that are omitted. The class may wish to develop a more inclusive form.
2. Arrange for school counselors to have individual conferences with class members to interpret school records, tests and other information available in the cumulative file.
3. Have a counselor (or the teacher) aid students to interpret properly the scores obtained from tests and inventories used throughout the unit.
4. Have each student consult with three other people who know him well in order to discover how others view his aptitudes, interests,

personality traits, values, physical assets and limitations, and achievements. Recommend that he consult his parents, a close personal friend of his own age, and another adult, such as a minister, family friend or an employer.

Develop a check list rating sheet, similar to form H-1, using the same basic categories to help the student in gathering information on how others view him.

5. Each student should assemble all the earlier suggested information and compile it in a notebook.

OBJECTIVE 3: EACH STUDENT WILL COMPILE A PROFILE OF HIMSELF WHICH WILL HELP HIM ASSESS HIS STRENGTHS AND WEAKNESSES.

Suggested Implementation

Having assembled all available information about himself in his notebook, the student is now ready to write out a profile of himself with respect to the six factors noted in Objective 1, Implementation 2. He should identify his strengths and weaknesses and add the profile to his notebook material.

Appendix II includes a short form personal data sheet sample (F-1, p. 145), as well as a long form (F-2, p. 147) which may be used in part or as a whole to enable the teacher to become better acquainted with students. They may also help the students know themselves better.

The teacher will achieve best results if he supplies students with worksheets or written instruction guides for preparing the profile.

OBJECTIVE 4: THE STUDENT WILL PLAN EXPERIENCES, BOTH INSIDE AND OUTSIDE OF SCHOOL, WHICH WILL HELP HIM CAPATALIZE ON HIS STRENGTHS AND STRENGTHEN HIS WEAKNESSES.

Suggested Implementation

1. Have each student formulate a plan for capitalizing on his strengths and for strengthening his weaknesses with respect to selecting and attaining an occupational goal and with respect to making the most of his educational and other training opportunities prior to entering the work force. Better plans will result if the teacher provides a worksheet or instruction guide in written form, giving directions and suggestions for writing up an outline or essay plan.
2. Concurrent or preliminary class discussion of the following questions can help students find ideas to incorporate in the previously discussed plan:
    a. What courses are you taking or could you take in high school or beyond to develop aptitudes and interests you already possess?
    b. What hobbies or interests do you have that could lead to a career? What are some you would like to pursue if you could?
    c. What extra-curricular programs and organizations are available in the school or community through which you could develop yourself?
    d. What experience have you had in the past through volunteer work, summer jobs, odd jobs and/or home chores, to develop your occupational potentials? What such experiences could you take advantage of in the future?
3. Other:

OBJECTIVE 5: THE STUDENT WILL REALIZE HOW SELF UNDERSTANDING CAN HELP HIM ACQUIRE THE SKILLS, KNOWLEDGE, ATTITUDES AND HABITS NEEDED TO GET ALONG BETTER WITH HIMSELF AND WITH OTHERS.

Suggested Implementation

Activities in this unit seek to motivate and prepare the student as well as to provide him insight into any needed behavioral changes which will help him adjust better to his school environment.

1. Review: What basic knowledge is needed by any person for success in a job and in our society? How can this be acquired?
2. Review: What skills are needed by any person for success in a job and in our soeicty in general? How can these be acquired?
3. What attitudes are needed for jobs and for societal living? How are they acquired? Discuss.
4. What habits are needed for success in a job and success in our society in general? Discuss.
5. Why does a student get along better with himself if he understands his own strengths and weaknesses?
6. Why does a student get along better with others if he understands himself?
7. After completing the above activities in class or small group discussions, follow up with individual oral reports, written assignments, or tests to evaluate and reinforce students' learnings. If written assignments are used, the teacher may vary his approach by having a contest to see which student can write the best essay, news article, skit, poem, etc., to express the ideas gleaned in class discussion. See that it is posted or published.
8. Other:

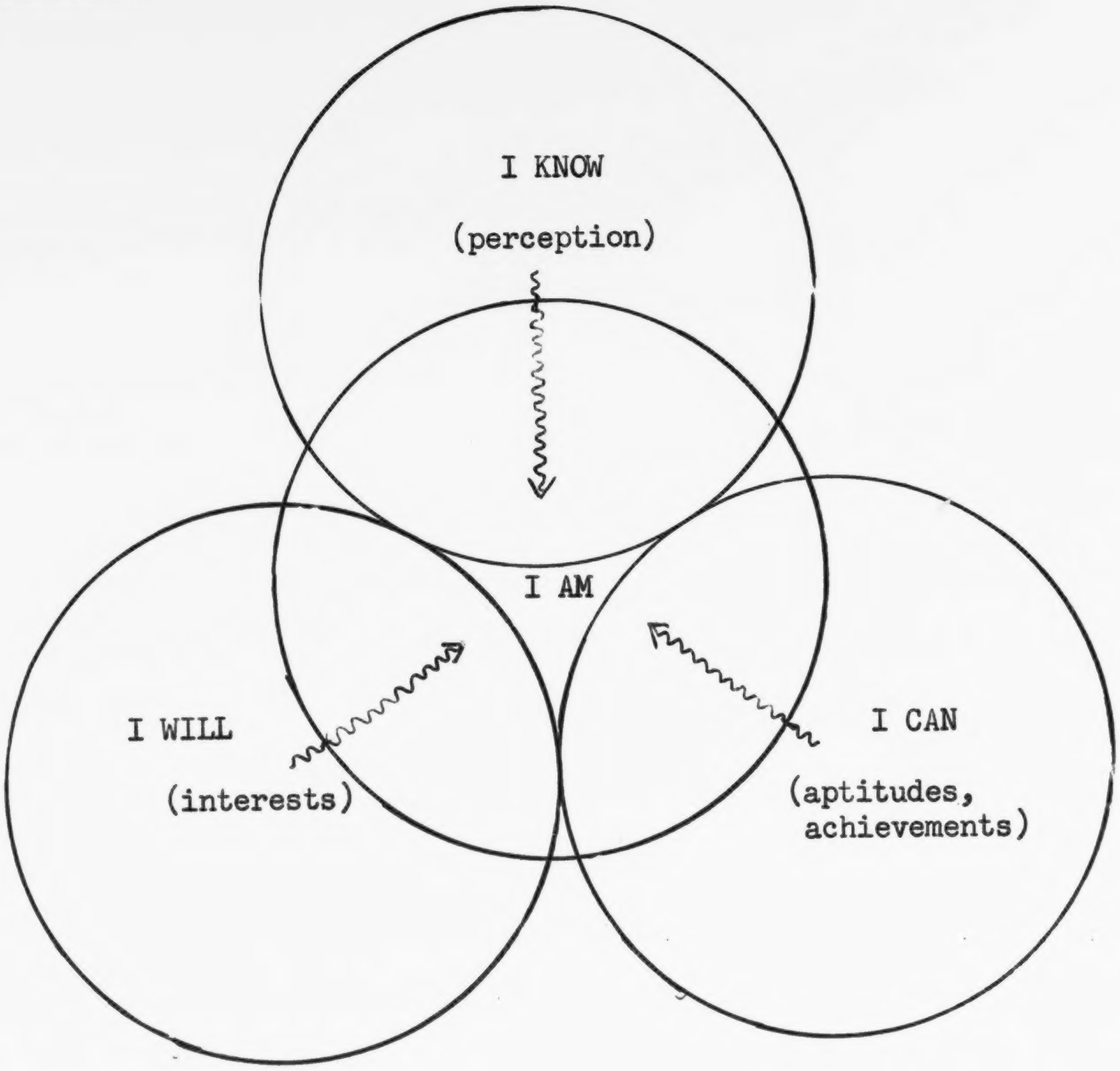
CULMINATING OR EVALUATIVE ACTIVITIES FOR UNIT II

Evaluating a student's progress in this unit presents special difficulties. While knowledge of terminology and concepts can be measured by teacher-made tests, it is difficult to measure the amount of self insight acquired, except through observation of performance in carrying out class assignments and activities. The following suggestions may give the teacher ideas on ways to do this:

1. Have students assemble and turn in a special project notebook containing all the material he has gathered about himself, his profile, class notes and other written assignments pertaining to the unit. Some of these may have been previously checked by the teacher and returned to students.
2. Give a test covering terminology and concepts.
3. The class might develop a crossword puzzle covering pertinent terminology.
4. Have the class plan a parents' night program to be conducted by students. Include a display of students' work on notebooks, posters, bulletin boards, etc.; short talks by students on ideas covered in the unit and their value; and/or a skit illustrating unit content. There are a number of songs which could add fun to such a program. For example, "Accentuate the Positive," "Swinging on a Star" and "It's What'cha Do With What You Got." No doubt the students will know about other more up-to-date numbers. Numerous plays, readings and poems exist on the subject. Some enterprising student might come up with an original comedy routine.

UNIT III - RELATING SCHOOL TO OCCUPATIONAL PLANNING

Some of the material and activities to be covered in this unit are a continuation in greater depth of ideas introduced in the preceding unit. Objective 4 could be used with equal effect at the end of Unit II or at the beginning of this Unit, rather than at the end. Depending on the needs of the class and the time available, the teacher can use the material at his own discretion.


I KNOW
(perception)
I AM
I WILL
(interests)
I CAN
(aptitudes, achievements)

IMPACT ON SELF CONCEPT - I AM

OBJECTIVE 1: THE STUDENT WILL RELATE THE VALUE OF HIS PRESENT STUDIES TO FUTURE OCCUPATIONAL OPPORTUNITIES.

Suggested Implementation

1. Discuss orally or in writing, either individually or in small groups, the reasons why it is important for students to stay in school. Appendix II, K-2, p. 177, provides additional ideas for developing this theme.
2. Present films, pamphlets, or speakers available from the employment office and military services' recruitment centers which encourage staying in school.
3. Have the student survey dropouts to get their views about staying in school. Employers in the community could be surveyed on the same topic.
4. Divide into small groups and have each group discuss skills, habits, attitudes, and knowledge learned in required courses (e.g., English, social studies, math, health, science) which will be of vocational use. Include a discussion on specific ways such courses could be improved to have additional vocational value to students. The curriculum coordinator or principal might enjoy sitting in on or acting as a consultant for this activity.
5. Role play advice giving by "older friend".
    a. Students divide into trios or fours and one is appointed to act as older friend, a second as the student, others as observers. The "older friend" tries to convince student of the value of a specific course while younger one gives counter arguments.

   b. Each group might be dealing with a different subject. After 5 or 6 minutes shift roles within groups and/or discuss in the large group what has happened.
   c. Perhaps have written evaluation from each student.
6. The activities discussed in 4 above could form the nucleus for a presentation by students to a PTA, school board, or community organization meeting. Members of the host group could be invited to participate with the students in the small group discussions, followed by a symposium of group chairmen and/or a forum.
7. The class might assist with a school "Career Day" when people in the community are invited to meet with students and talk about their own jobs, along with training requirements needed to obtain them. Some schools plan this at night and include parents.

OBJECTIVE 2: THE STUDENT WILL BE ABLE TO RELATE SKILLS, KNOWLEDGE, ATTITUDES, AND HABITS OF AT LEAST ONE ELECTIVE COURSE TO SALABLE SKILLS IN A FUTURE JOB.

Suggested Implementation

The activities suggested here can be conducted on an individual or group basis concurrently with those in Objective 1 as part of a long-range assignment.

1. Students and teacher jointly compile a list of elective courses available in the local school.
2. Have students prepare a bulletin board, window display, or poster illustrating the numerous occupational opportunities related to one of their favorite elective subjects. They can obtain assistance from

the teachers of that subject in collecting material and information for the display. Displays can be placed in the subject classrooms, as well as in the SUTOE classroom.

3. Pupils can collect printed career information materials related to a favorite elective course and compile it in a student hand book for use by any teacher or student in the school.
4. Oral reports about careers related to an elective can be presented in that class, with teacher's permission, as well as in SUTOE.
5. Assign an essay on the topic: "What I Can Get From School That Will Pay Off In The Future." Send the best one to the school paper.
6. Assign students to interview an adult in an occupation of interest to see what kind of educational preparation he recommends for his type of work. Have reports given on this interview. To prepare students to make these interviews, role playing can be used to show effective interview techniques. Reports to the class after the interview can also be role played.
7. Take a field trip to an industry or institution employing many workers in a diversity of occupations to observe and inquire about skills and education workers need for their jobs.
8. Refer to Appendix I,"Effective Resources and Techniques ---,"p. 103, for elaboration of ideas suggested.

OBJECTIVE 3: THE STUDENT DEVELOPS OR REVIEWS, THROUGH INDIVIDUAL OR GROUP CONFERENCES WITH SCHOOL COUNSELORS, HIS EDUCATION PLAN FOR HIGH SCHOOL.

Suggested Implementation

Even though the student has not yet studied specific occupational choices in any depth, it would be desirable for him to develop or review his tentative educational forecast plan for high school at this time--before he is called on to pre-register for courses for the ensuing year. At the end of the course he will want to re-evaluate his plan and his pre-registration in the light of subsequent occupational studies.

The teacher may arrange to have counselors visit the class and present general information on courses, graduation requirements, and similar necessary information. Individual conferences with students (and their parents, if desired) can be scheduled following this.

OBJECTIVE 4: THE STUDENT WILL ANALYZE AND REINFORCE SKILLS HE HAS DEVELOPED OR NEEDS TO DEVELOP TO BE SUCCESSFUL AT BEING A STUDENT (HIS PRESENT OCCUPATION).

Every class contains students who are average or below in the skills required for academic success. Probably, the teacher will not have time in a one-year course to include separate comprehensive units for developing study skills. Hopefully, some of these skills will be augmented as a by-product of the varied activities already included in the course. However, if the teacher feels that his pupils are especially deficient in such skills, it might be worthwhile to cover briefly with some or all of the students basic techniques that students can use for self improvement, as well as referring them to specific resources in school or in the community which provide classes or programs that would enable them to build skills needed for school success.

Many students need help in:

a. Listening efficiently (and note-taking techniques).

b. Writing (including organizing, developing ideas, effective expression, vocabulary expansion, spelling, handwriting).

c. Speaking (including organizing, developing, and expressing ideas for class discussion and reports).

d. Reading (including skimming, reading for main ideas, scanning for specific information, and critical reading).

If the teacher feels his personal background for teaching a skill building unit is inadequate, he may choose to bring in knowledgeable consultants to help him. Student use of the SQ-3R Method (Survey, Question, Read, Recall, and Review) may be very helpful.

Book stores, guidance offices, libraries, and teacher resource centers offer abundant references on available films, filmstrips, books, course outlines, school programs, consultants, and referral agencies. Appendix II, M-2, p. 197, provides examples.

Even if the teacher omits this objective from the course, it would be desirable to gather information and familiarize himself with resources available for use in working with individual class members.

CULMINATING OR EVALUATIVE ACTIVITIES FOR UNIT III

Since the value of this unit lies in motivating students to better use their educational opportunities so they may make use of their learning in pursuing their life work, the evaluation of its success should include checking to see whether or not it has resulted in improved attitudes toward school work.

1. A "before and after" rating sheet could be sent to teachers of other classes.
2. The SUTOE teacher can note changes in performance within his own classroom.
3. The students themselves could be asked to rate themselves or write a brief essay on the subject.

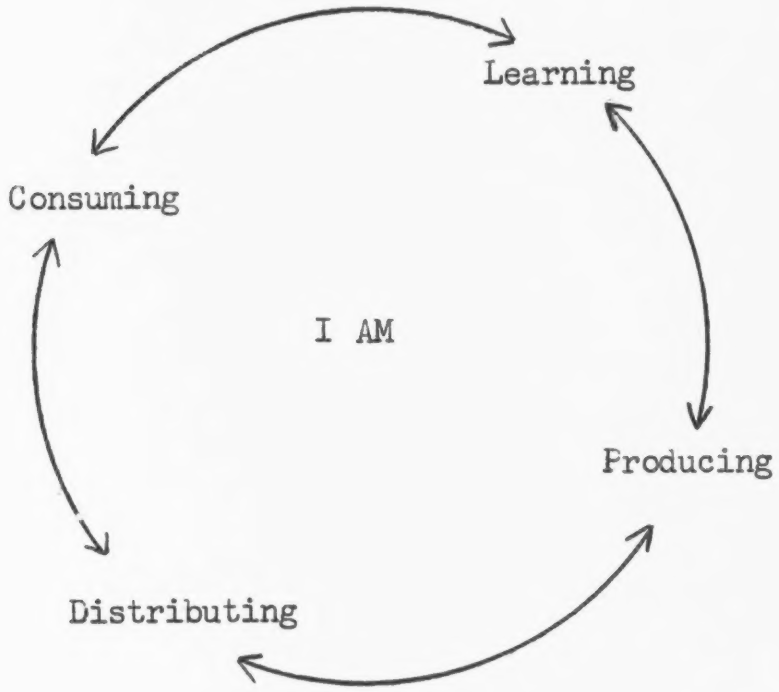
"Why should we be in such desperate haste to succeed and in such desperate enterprises. If a man does not keep pace with his companions, perhaps it is because he hears a different drummer. Let him step to the music which he hears however measured and far away."

Thoreau

UNIT IV - THE INDIVIDUAL'S ROLE IN THE ECONOMIC SYSTEM

By this time students should be aware of a need to study the economics of production and consumption, especially as it relates to themselves as future workers in the system. Since some of this may be review or a preliminary to other economic courses, we will deal with the many aspects of economics only to the extent that it will be useful and appropriate to the age level of students enrolled in SUTOE.

The Individual's Role in the Economic System



The suggested means of implementation for the objectives in this unit is through the independent and/or group study approach. This permits the class to cover more topics, providing a little knowledge about a lot of things, by sharing the results with other class members.

Individual research or independent study activities might include:

1. Reading on the topic.
2. Consulting parents, friends, businessmen, agencies or other experts.
3. Writing letters to agencies or persons offering information.
4. Watching television programs.
5. Listening to oral reports on the results of individual research by classmates.
6. Listening to and/or participating in panels, symposiums, forums, or debates by students or visiting experts.
7. Previewing, listening, and/or watching films, filmstrips, records, tapes, etc., presented to the class.
8. Asking questions and/or observing during field trips related to studies.
9. Sharing information through class discussions.

Possible community and school resources are:

1. Guidance office.
2. Instructional materials center.
3. Chamber of Commerce.
4. Better Business Bureau.
5. Union headquarters.
6. Other instructors.
7. Retail Trade Bureau.
8. Local bankers.
9. Consumer Credit offices.
10. Other.

REMEMBER THAT THIS UNIT IS NOT INTENDED TO MAKE ECONOMIC EXPERTS OUT OF STUDENTS.

The overall objective is to teach students enough about the subject so that they can use the terminology in verbalizing about inductively-arrived-at concepts they will need to know in order to make wise occupational decisions and educational plans for themselves.

OBJECTIVE 1: THE STUDENT WILL BECOME ACQUAINTED WITH THE CONCEPTS RELATED TO PRODUCTION, DISTRIBUTION AND CONSUMPTION, WHICH ARE ESSENTIAL TO UNDERSTANDING OUR ECONOMIC SYSTEM.

Suggested Implementation

1. Assign the following questions to individuals or groups who will be responsible for finding answers and sharing them with the class.
    a. What is economics? (Broadly speaking, it is the study of how we organize our resources to satisfy our needs.)
    b. How do the basic needs of man differ from the wants of man?
    c. How is the system organized to meet these needs? (Production, distribution, consumption)
    d. What is production? What economic activities and jobs are involved in it?
    e. What is distribution? What economic activities and jobs are involved in it?
    f. What is consumption? What economic activities and jobs are involved in it?
    g. How are production, distribution and consumption dependent on each other?
    h. Why is the consumer called the "king" of our system?
    i. How do changes in consumer tastes or needs affect changes in production?

   j. How do changes in production influence demand for certain kinds of workers?
   k. How does a scarcity of workers in an occupation affect wages?
   l. How does a scarcity of workers affect production costs?
   m. How does a scarcity of workers ultimately affect prices?
   n. How does an abundance of a product affect prices?
   o. How is the individual worker affected by national manpower needs?
   p. How does the steadily growing population in the U. S. affect production, distribution and consumption?
   q. How do manufacturing industries differ from service industries?
2. Economic games that may be introduced at this time:
   a. Consumer.
   b. Monopoly.
   c. Crossword puzzle development with basic economic terminology.
3. Film that may be appropriate, "What Makes Us Tick?", from Rarig about stocks and investing.

OBJECTIVE 2: THE STUDENT WILL EXPLORE THE NEED FOR A HEALTHY ECONOMY, AS IT RELATES TO HIMSELF.

Suggested Implementation

1. Focus questions for consideration are:
   a. Why must production and consumption be balanced to maintain a healthy economy?
   b. Name a country in the world whose economy is out of balance. What effects does this have on the way of life there?
   c. How would it affect our way of life now if our economic system became badly imbalanced?

   d. What implications would imbalance have for our future job opportunities?
   e. What are the main production activities in our local, state and national areas?
   f. What kinds of workers are employed? How many are employed?
   g. Are there more opportunities in manufacturing or service industries?
   h. What new business or industries are being developed that will bring changes to our area?
   i. Are businesses and industries moving out of our area? Why?
   j. What are some agencies in our community that help in maintaining economic balance?
   k. Is there an abundant supply of trained workers for industries in our area?
   l. How do wages paid to workers help to keep the economy healthy?
2. Have students develop a bulletin board on the local, state and national economy, and show relationships to occupations.
3. Show appropriate films.
4. Other:

OBJECTIVE 3: THE STUDENT WILL EXAMINE ASPECTS OF BUSINESS OPERATION.

Suggested Implementation

Select an industry for a study of its financial activities in order to learn the importance and relationship of one activity to others. This necessitates studying an industry that is small enough for students to understand, and yet representative of economic activity. Take a field trip to visit the industry or invite someone from the industry to the class to help students.

1. Questions for consideration:
    a. What are the major items of income and expense?
    b. Does the firm have a budget to guide its spending?
    c. Where did the funds come from to start the industry?
    d. How has it expanded, and how was expansion financed?
    e. Who owns the industry? Are stocks involved?
    f. Who determines for what purposes industry income will be spent?
    g. Do workers in this industry receive more or less pay than employees in other local businesses and industries?
        (1) How do labor unions influence these wages?
        (2) In what way are working conditions affected by the union?
        (3) Discuss pros and cons of unions, and the necessity of being aware of union activities and requirements.
    h. How do wages paid to employees influence the community?
        (1) Other institutions in the community?
        (2) You as an individual in the community?
2. Films that may be appropriate: "America On the Edge of Abundance"
   "Revolution in Our Time"
3. Have students develop projects such as SUTCE Land or EOTUS Island along guidelines shown in Appendix II, B-2, p. 121, and B-3, p. 124.
4. Other:

OBJECTIVE 4: THE STUDENT WILL REALIZE THE ROLE OF GOVERNMENT IN OUR ECONOMIC SYSTEM.

Suggested Implementation

1. Possible questions for discussion:

a. What is government?

b. Who decides what services will be provided by the local, state and national governments?

c. How are these services financed?

d. What are the major kinds of taxes that are used as revenue to support government services?

e. What effect do these taxes (state, local and national) have on the net operating cash of individuals?

f. What effect do these taxes have on the net operating cash of businesses?

g. What percentage (approximately) of our own family's total income is paid in taxes?

h. What kind of services do tax dollars buy for citizens?

i. Do you feel the people of the U. S. want more or fewer government services now and in the future?

j. What implications do the expansion of government services hold with respect to future job opportunities?

k. What percentage of our citizenry now works either directly or indirectly for the government, either federal, state or local? Is "government" really the nation's biggest employer?

l. What check and balance system is used to insure careful spending of tax money? What is the citizen's responsibility in this?

m. What is meant by "private enterprise"?

n. How does our government control private enterprise?

o. What protection does the private firm or industry have to prevent too much government control?

p. How does government spending affect the private economy?

   q. What measures can the government take to maintain balance and competition in our economy?

2. Film that may be appropriate: "Federal Taxation".

OBJECTIVE 5: THE STUDENT WILL INVESTIGATE HIS ROLE AS A CONSUMER.

Suggested Implementation

1. Through small group discussions list items to be included in a personal budget.
2. Prepare a sample budget for two people that is appropriate for the beginning salary in a preferred occupation.
3. Prepare a sample budget for a family of five. Consider this budget in relation to the median salary in the field tentatively selected for a career. Compare and contrast the two budgets.
4. Possible focus questions to consider:
   a. What are some of the factors to be considered in deciding on which product to buy?
   b. Where can consumers find information or help in deciding on which product to buy?
   c. What effect does advertising have on consumer tastes and buying?
   d. What techniques are used to entice consumers into spending their money?
   e. What programs are being developed by the government and businessmen to protect consumers? How effective are they? How could they be made more effective?
5. Compare and contrast:
   a. Financing charges of installment buying.

   b. Revolving charge accounts.
   c. Bank borrowing.
   d. Credit union borrowing.
   e. Loan company borrowing.
   f. Long and short term borrowing.
   g. What positive and negative impact can credit financing have on an individual's life style?

6. If Objective 3, 3, has not been used it may be appropriate at this point.

CULMINATING OR EVALUATIVE ACTIVITIES FOR UNIT IV

Since the original overall objective of this unit was to explore economics only to the point that students could use terminology to verbalize concepts they will need to know to make wise educational and occupational decisions, the culminating and/or evaluative activities can be as simple as:

1. Turning in worksheets over the entire unit that have been completed through class activities and the sharing of individually assigned research.
2. Reviewing responses on worksheets to draw out main ideas.
3. Taking an essay test composed of selected questions from the worksheet.
4. Writing an essay or giving a short talk to show the relationship of economics and occupational planning.
5. Preparing a skeleton budget for two (or for a family of five) that bears directly on a given monthly or yearly income for the local area. (Figures supplied by the instructor.)

6. Completing, individually, the economics crossword puzzle developed by the class.
7. Special programs, skits for a parents' night or community organization, news articles, and endless other devices can also be used to demonstrate student learning.

HOW DO I SEE MYSELF ?

Do I like working with ideas, data, symbols?

What does that mean to me?

Those who work with data are involved especially with:

- *Words*
- *Symbols*
- *Ideas*
- *Numbers*
- *Investigation*
- *Information interpretation*
- *Mental creation*
- *Oral verbalization*
- *Visualization*
- *Observation*
- *Concepts*

DATA oriented jobs are found with:

- *Business offices and banks*
- *Architectural and engineering firms*
- *Hospitals and health services*
- *Airline companies*
- *Legal firms and courts*
- *Agricultural production and management*
- *Educational institutions*
- *Government research*
- *Armed services*

What will I become?

What do I really know about myself?

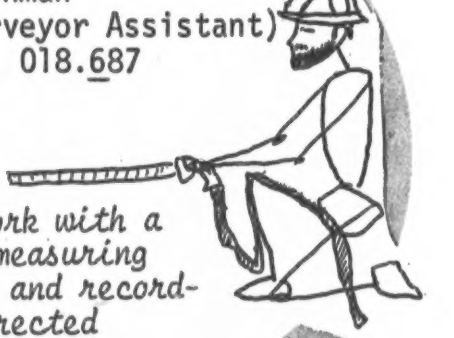
What do I really know about the opportunities?

DOT SELECTIONS:
BY H.B. CAMPBELL

LAYOUT-DESIGN:
KATHY NEWTON
OCCUPATIONALSKILL
CENTER, MILWAUKIE

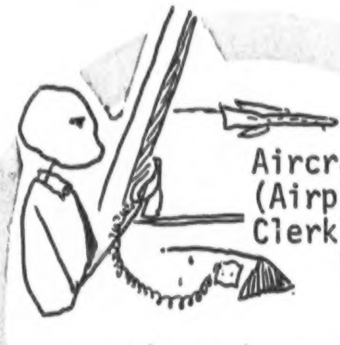
Jobs emphasizing DATA involvement

.788 These digits would indicate the jobs had no significant relationship to DATA, PEOPLE, or THINGS so we have no examples for them.



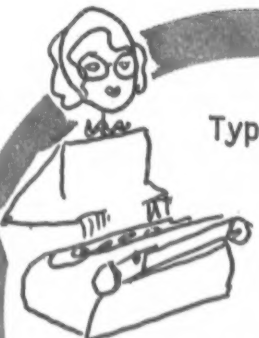
Chainman
(Surveyor Assistant)
018.687

Outdoor work with a partner, measuring distances and recording as directed



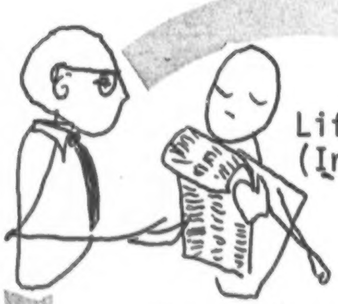
Aircraft Dispatcher
(Airplane Dispatch Clerk)
912.368

Inside work, reporting activities of others, classifying information for others



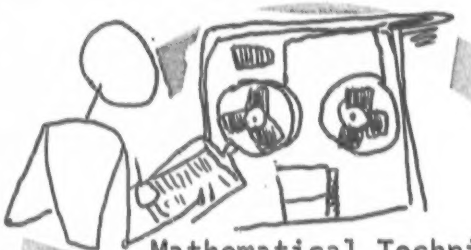
Typist
203.588

Indoor work, in small offices or large, transcribing information



Life Underwriter
(Insurance Agent)
250.258

In office, and making personal calls. Mostly self employed. Examines and evaluates information for others

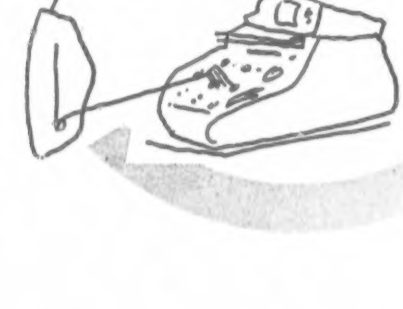


Mathematical Technician
(Engineering Analyst)
020.188

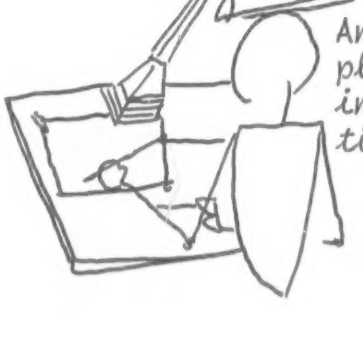
Indoor work, preparing data for use by scientists and engineers

Calculating Machine Operator (Comptometer Operator)
216.488

Indoor work, performing arithmetic operations by machines



Architect
001.081.



Analyzes information, plans and designs buildings, writes specifications.

HOW DO I SEE MYSELF ?

Do I like working with people, or animals, on an individual basis?

What does that mean to me?

Those who work in a people setting often are involved with ideas or objects too, but the emphasis is with:

- *Personality*
- *Exchanging ideas, reaching decisions*
- *Explaining, giving instructions*
- *Supervising, promoting efficiency*
- *Entertaining*
- *Influencing, persuading*
- *Giving instructions, passing information*
- *Serving, responding to requests or needs*

PEOPLE oriented jobs are found with:

- *Hospitals*
- *Schools*
- *Retail selling*
- *Government services*
- *Religious organizations*
- *Veterinarian clinics*
- *Personnel and counseling*
- *Hospitality industries (hotel, motel, restaurant)*

What will I become?
What do I really know about myself?
What do I really know about the opportunities?

DOT SELECTIONS:
BY H.B. CAMPBELL

LAYOUT-DESIGN:
KATHY NEWTON
OCCUPATIONAL SKILLS
CENTER, MILWAUKIE

2

Jobs emphasizing PEOPLE involvement

Airplane Stewardess
(Hostess)
352.878

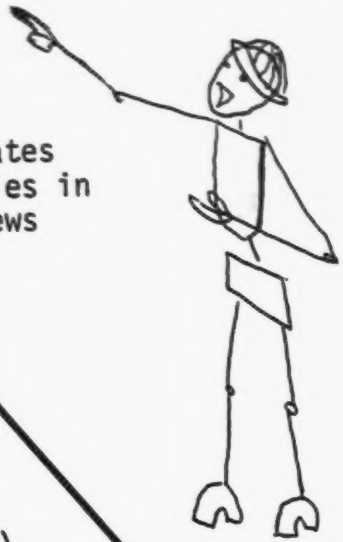
Greets passengers at planes, serves foods and drinks, gives attention as appropriate

Chaperon
(Escort, Guide)
359.868

Accompanies minors or others for social functions, helps keep activities going smoothly

Foreman
(Supervisor, Overseer)
979.137

Coordinates activities in work crews

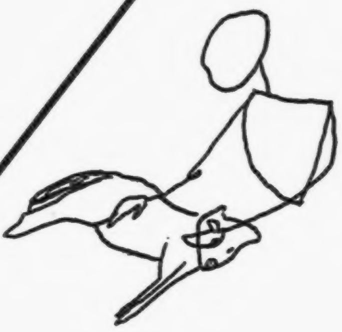


Newsboy
(Vendor, Peddler, Pillow Girl)
291.858

Sells merchandise on an individual basis, in street or on buses, etc.

Instructor
(P.E. Teacher)
153.228

Teaches skills in using body in sports or games, to individuals or groups



Show Girl
159.848

Entertains audiences, diverts attention from cares, via beauty, clothes, or routine

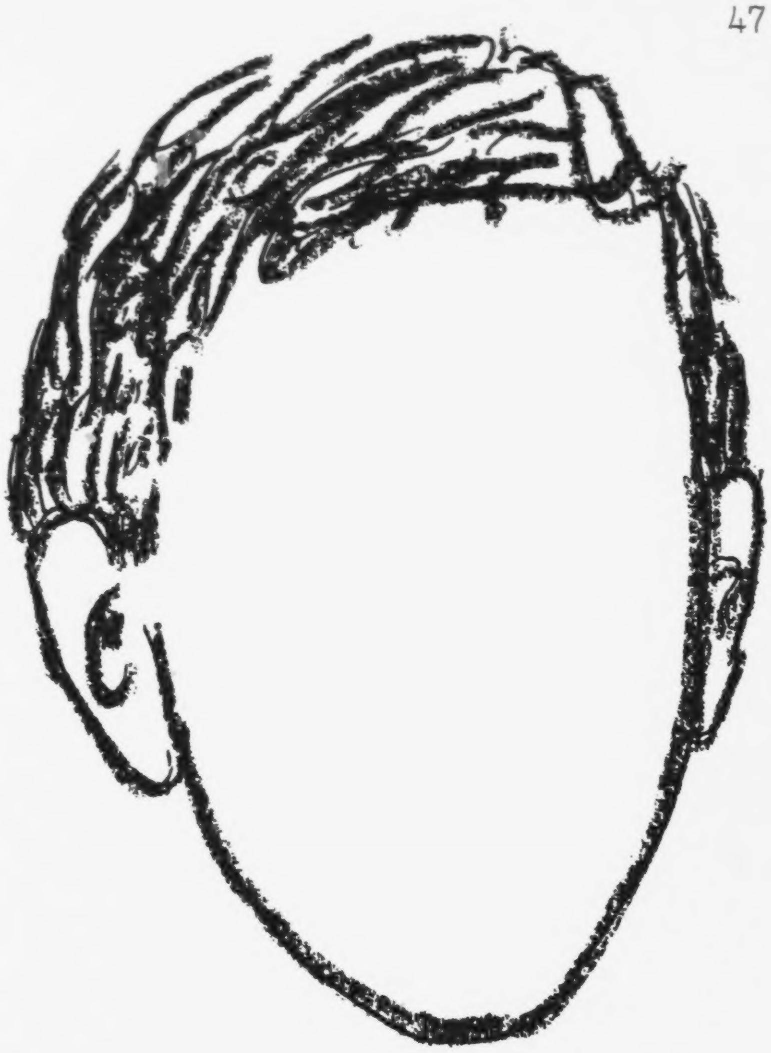
Personnel Supervisor
(Manager, Director)
166.118

Plans and carries out policies of the business as they relate to employees

Veterinarian
(Animal Doctor)
073.108

Diagnoses and treats animal ailments. Recommends regarding care and breeding practices

HOW DO I SEE MYSELF ?



Do I like working with things, objects, materials?

What does that mean to me?

Those who work with things are involved especially with:

- *Machines*
- *Products*
- *Tangible objects*
- *Tools*
- *Equipment*
- *Detailed routines*
- *Operating*
- *Handling*
- *Adjusting*

THINGS oriented jobs are found with:

- *Manufacturing and processing industries*
- *Transportation and freight companies*
- *Farming and farm implement businesses*
- *Armed services*
- *Construction industries*
- *Logging operations*
- *Utility companies*
- *Garages and repair shops*

What will I become?

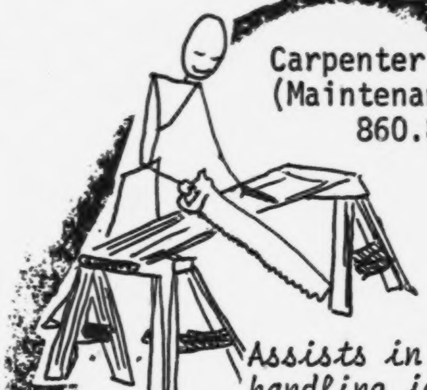
What do I really know about myself?

What do I really know about the opportunities?

LAYOUT-DESIGN:
KATHY NEWTON
OCCUPATIONAL SKILLS
CENTER, MILWAUKIE

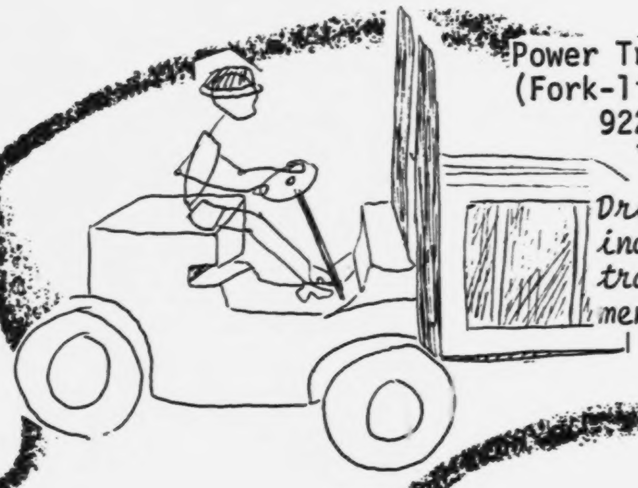
DOT SELECTIONS:
BY H.B. CAMPBELL

Jobs emphasizing THINGS involvement



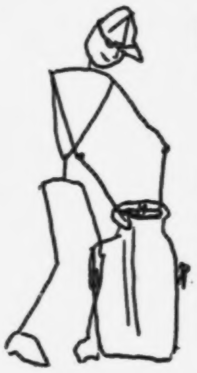
Carpenter Helper
(Maintenance)
860.887

Assists in routine handling jobs under direct supervision of others



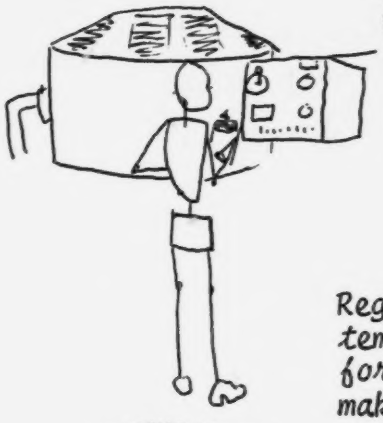
Power Truck Operator
(Fork-lift-truck Operator)
922.883

Drives and operates industrial truck, transferring equipment or materials



Dairy Helper
(Dairy Products)
529.886

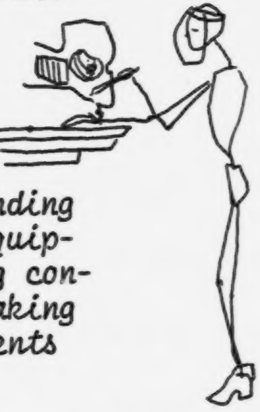
Controls sanitation of products and supplies, regulates packaging



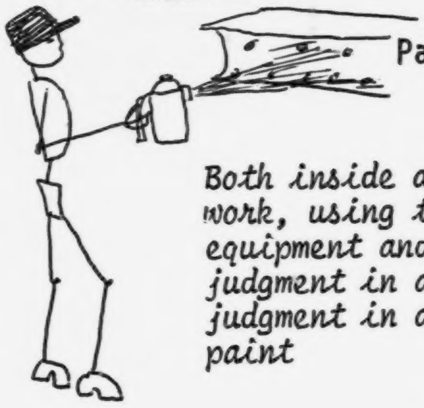
Pulp Refiner Operator
(Digester Operator, Cook)
532.782

Regulates cooking time, temperatures and chemicals for pulp fiber and paper making

Machine-tool Operator
(All-round)
609.885



Bench work, tending machines and equipment, verifying conformance and making needed adjustments

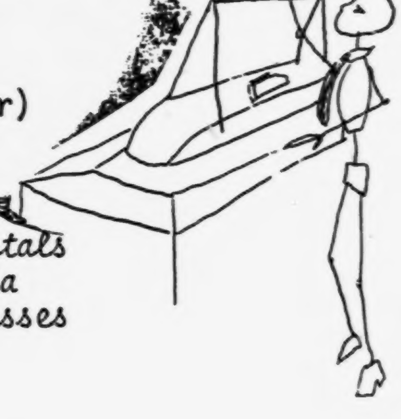


Painter, Construction
840.781

Both inside and outside work, using tools and equipment and careful judgment in applyn judgment in applying paint

Fireman
(Fire Fighter)
573.884

Uses tools and equipment in putting out fires, and in rescue work



Electroplater
(Plating Tank Operator)
500.380

Sets up and controls equipment, coating metals and other objects, via electrochemical processes

UNIT V - PREPARING STUDENTS FOR IN-DEPTH CAREER STUDY -- INTRODUCTION TO UNITS VI, VII, & VIII

The teacher must arrange in advance for adequate resources for career study by:

1. Obtaining enough sets of the Dictionary of Occupational Titles (DOT) for class reference. Be sure they are the 1965, third edition, two-volume sets and the 1966 Supplement. There should be one set for each 2 or 3 students in the classroom, one set for the school library, one for the public library, and one for the guidance office. Most schools already have one or more sets, but often they are largely unused.
2. Preparing and/or obtaining instructional material aids such as the "How Do I See Myself" brochures and transparencies to help explain the contents and use of the DOT.
3. Ascertaining that there is an adequate supply of other occupational information available for students' research. Develop a file to use in directing students to resources. Include school, local and national sources of materials and where or how they can be obtained; audio-visual aids; and names of people in specific occupations to write, interview, or observe for information.

The teacher can get help compiling this information from the guidance office, teachers of vocational education or other classes, school instructional materials centers, Oregon Board of Education specialists, Chambers of Commerce, community service clubs, etc. Some districts already have a community resource listing available for teachers' use. The summer

SUTOE workshop will help acquaint and familiarize teachers with possible sources of information.

OBJECTIVE 1: THE STUDENT WILL LEARN TO INTERPRET THE DOT NUMERICAL CODING SYSTEM AND TO USE THE DOT SYSTEM IN FINDING AND FILING OCCUPATIONAL INFORMATION.

Suggested Implementation

1. Outline long-range plans for work to be covered in Units VI (Data), VII (People), and VIII (Things).
2. Define the terms data, people, and things as they are used in the DOT and briefly explain their significance in career study. See p. 43 "How Do I See Myself?" at beginning of Unit V. Have students list jobs they believe primarily involve each of the three categories.
3. Explain the necessity for classifying jobs and their functions. Point out that there are approximately 22,000 different occupations listed in the DOT. Read a few listings and definitions from Volume I to give students a better idea of the diversity of jobs, the impossibility of studying each individually, and the necessity of grouping related occupations into areas of work. Explain what is meant by the term Area of work. Read the twenty-two areas of work listed in the DOT, Volume II, pages 217-223, to show how each of the twenty-two areas of work are subdivided into specific fields of work (114 fields in all).
4. Using audio-visual aids, teacher presentations and/or speakers from the State Employment Service, explain the contents of the DOT and how it can be used to aid in occupational exploration. Use "Research Map for the DOT" transparency for this. See Appendix II, D-1, p. 133.

named in "g" above. Is the occupational title which you selected listed? Read the list of other occupational titles listed under this industry to discover what other types of workers you would be working with if you pursued this occupation. Name five.

i. Turn to page 1, Volume II, which gives the key to the numerical coding system used to classify occupational titles. Using the occupational code number for the job selected in "d", interpret the meaning of each digit in the code.

j. The last three digits refer to the level of involvement required by that occupation in relation to data (4th digit), people (5th digit), and things (6th digit).

   (1) Does the occupation you selected and explained in "i" primarily involve working with data? (If so, normally the 4th digit of the code number should be at least as small, if not smaller, than those in the 5th and 6th digits.)

   (2) Does it primarily involve working with people? (If so, normally the 5th digit code number should be at least as small, if not smaller, than those in the 4th and 6th digits.)

   (3) Does it primarily involve working with things? (If so, normally the 6th digit code number should be as small, if not smaller, than those in the 4th and 5th digits.)

k. Occupational information files in the ______________________ contain more information on this occupation. Material is filed by DOT code number. Find out what material is available there and list the title and publisher of available materials.

l. Where else could you go for information on this career?

m. "Research Map for DOT" should be handed out at this time. (See Appendix II, D-1, p. 133)

5. Give students a worksheet guide for an independent study assignment. Unless there are enough DOTs available for small group work in class, the assignment will have to be done on a long-range basis outside of class. Include these problems on the worksheet:
   a. Look on page 214 of Volume II of the DOT. Pick one "area of work" listed there that interests you. What is it?
   b. Between pages 217 and 223 of Volume II, you will find listed alphabetically the "area of work" you have selected. It will be subdivided into a number of more specific fields of work. List these subdivisions and the occupational code number of each.
   c. Which of these specific "fields of work" interests you most?
   d. Between pages 225 and 529 of Volume II, each of these specific "fields of work" are discussed in more detail. What kind of information is included on the specific field of work you have chosen to investigate?
   e. Notice that the information you looked up in "d" above includes a list of specific occupational titles related to that field of work. Select one of these titles for further investigation. Name this occupational title and give its code number.
   f. Now turn to Volume I of the DOT. Look up the occupational title you selected in "e" above. Copy the entire definition.
   g. Does the above definition tell which industries might employ workers of this type? If not, try to figure it out for yourself by referring to the "Industrial Index" on pages 637-639, Volume II of the DOT. List one or more industries employing this type of worker.
   h. Now turn to pages 531-635, Volume II. Look up the industry you

6. Students can be given career information leaflets to code and file in the occupational information files.
7. They can share, through individual reports, information on careers they discovered during their worksheet investigations. They should take notes on the reports of others.
8. Students could prepare a bulletin board or poster showing how many different occupations one type of industry employs.
9. The superintendent or personnel director of your school district could visit the class and discuss the number and kinds of workers employed by the district.
10. Have students tour the school district or another industry to discover the different kinds of workers employed, or view a film dealing with an industry and its workers.
11. Films or filmstrips.

OBJECTIVE 2: THE STUDENT WILL ORGANIZE FOR IN-DEPTH STUDY OF SELECTED OCCUPATIONS BY IDENTIFYING INDIVIDUAL PREFERENCES FOR RESEARCH IN RELATION TO DATA, PEOPLE, AND THINGS.

Suggested Implementation

1. Prepare a chart with the twenty-two DOT areas of work listed at spaced intervals down the left-hand side of the paper. Divide the paper vertically into three columns, labled "Data," "People," and "Things" at the top of the chart. With the help of students, place some appropriate job titles in the resulting boxes.

(See Appendix II, C-1, C-2, D-1, and D-2 for additional help in this and succeeding units)

2. Have each student identify the area of work he wishes to investigate for Units VI, VII, and VIII. He might choose the same area for all three units if his interests are very limited, but this should be discussed in conference with the teacher and he should be encouraged to explore in more than one area.
3. Help the students review how they can discover occupations related to a chosen area of work by using the DOT. Each student should have identified the specific occupation he is going to research for each unit by the time the class starts work on that particular unit. Individual conferences may be necessary to help him with this selection and to ascertain that the job he selects actually does primarily involve working with data for Unit VI, with people for Unit VII, and with things for Unit VIII.
4. Other:

OBJECTIVE 3: THE STUDENT WILL LEARN THE APPROPRIATE RESEARCH ACTIVITIES FOR GATHERING AND EVALUATING OCCUPATIONAL INFORMATION.

Suggested Implementation

1. The teacher and students should develop a guideline for research. Appendix II, E-1 and E-2 can be used by the teacher for directing development of a list of criteria by students.
2. Review sources of occupational information. Include:
   a. Sources of printed material in the school, community, state and nation.
   b. People to interview who work in the job or know about the job.
   c. Opportunities for students to do personal research through work experience or observation.

3. Review interview techniques. Assist class in developing an interview guide or tip sheet for each student to use in contacting people. Role play some sample interviews.
4. Using the resource file, direct students individually to resources they will need to consult. Possibly have each student write at least one letter to a national or state source requesting information.
5. Discuss with students useful criteria for evaluating printed career information. Include the following questions:
    a. Is there adequate material available for all occupations?
    b. Is the content of the material biased?
    c. Does it give accurate information on advantages and disadvantages of the work, pay, training required, method of entry, future outlook for work opportunities and physical requirements?
    d. Is it up to date?
    e. Is it published by a qualified, reputable person or company?
6. Have students evaluate sample career leaflets.
7. Give an assignment to find a book by using the card catalogue; a magazine article by using the Reader's Guide. The librarian and/or guidance office director could help acquaint students with resources they have available and how to find and use them. This may require visiting the locations where materials are kept.
8. Discuss and list ways that information could be gathered on an occupation through personal work experience in the job itself (or a related one) or through observing others at work in that occupation. Include not only paid work experience, but also volunteer work experience through school and community organizations.
9. If possible, arrange for students to obtain work experience through

part-time work, short-term jobs, summer employment, home chores, or volunteer work. Or arrange for work observation experience on a class or individual basis. (See Appendix I, p. 111, "Effective Resources and Techniques ---" for further ideas.) This project may be conducted over the remainder of the school year.

CULMINATING OR EVALUATIVE ACTIVITIES FOR UNIT V

The real test of the success of this unit will come when students begin their individual research projects for the next three units, since its main object is to lay the necessary ground work to prepare them for this activity.

Of course, frequent pop quizzes and reviews along the way will reinforce and check up on their learning.

Hopefully, this unit will make students eager to get into individual research. Therefore, other complicated activities may be impediments to this and result in getting them side-tracked. The teacher should use his own judgment about diversions. Possibilities include:

1. Have competition by groups in looking up occupational titles in the DOT, or in putting code numbers on printed occupational information and filing it.
2. Read common occupational definitions and have them guess the job title.
3. Develop a game similar to "What's My Line" by bringing people in from the community or having a student role play an occupation.
4. Other games: (See Appendix II, D-2, p. 134, DPT Baseball)

Under Objective 3, Suggested Implementation 9 of this unit, a work experience or observation program was suggested. Although setting up such a project would take a considerable amount of teacher time, it could be carried out at any time during the remainder of the course and be of great value. "There is no greater teacher than personel experience."

"The industry a man works in is fateful because conditions of work and existence in various industrial environments is quite different....the work he performs eight hours a day affects the meaning which that work has for him." Robert Blauner

UNIT VI - EXPLORING JOBS PRIMARILY INVOLVING WORK WITH DATA (IDEAS, SYMBOLS)

The Dictionary of Occupational Titles will be a constant source of help in this unit. Other valuable references are the Department of Labor's Occupational Outlook Handbook and subscriptions to commercial publications services, such as Chronicle Guidance Career Information Kit, Science Research Associates career materials, etc. The important thing is that the teacher should arrange to have adequate resource material available for student use.

OBJECTIVE 1: THE STUDENT WILL GAIN A GENERAL UNDERSTANDING OF THE RELATIONSHIP OF DATA WORK WITH OUR ECONOMIC SYSTEM.

Suggested Implementation

1. Each student should select one or more occupations whose primary focus is data and make an analysis, presenting the information in written form, and possibly an oral report to the class. All students should be expected to take notes and to learn about each occupation reported on in class. Care must be taken so that there will be a minimum of duplication. Appendix II, E-1 and E-2 provide a guide for conducting the investigation. Be sure that clear directions are given for reporting the information.
2. Using a variety of methods (see Appendix I, p. 103, "Effective Resources and Techniques ---") investigate the following questions through class activities, explore their implications, and whenever

possible, aid students to apply conclusions to their individual research projects:

a. What is meant by "working with data"?
b. Do not all jobs involve some use of data?
c. How do DOT numbers indicate that jobs primarily involve working with data?
d. What are some jobs primarily involving data?
e. How important are these jobs? (Or--what would our life be like without these kinds of workers?)

OBJECTIVE 2: THE STUDENT WILL IDENTIFY AND EXPLORE SPECIFIC REQUIREMENTS AND SKILLS NEEDED FOR WORKING WITH DATA AS A PRIMARY FUNCTION.

Suggested Implementation

1. Continue using focus questions for planning varied class activities and discussions to supplement the students' individual research on their data projects. Allow some class time for research activities.

   Focus questions:

   a. Define: synthesizing, coordinating, analyzing, compiling, computing, copying, comparing. Appendix II, B, p. 119, may be of help in this.
   b. What kinds of jobs involve comparing data?
   c. What kinds of jobs involve copying data?
   d. What kinds of jobs involve computing data?
   e. What kinds of jobs involve compiling data?
   f. What kinds of jobs involve analyzing data?
   g. What kinds of jobs involve coordinating data?

   h. What kinds of jobs involve synthesizing data?
   i. What type of training does data work require in general?
   j. What school subjects, which you are taking now or could take in high school, provide training for data work?
   k. What subjects could be taught in high school that are not now offered?
   l. Where is training offered beyond high school for this kind of work?
   m. What opportunities for work experience or observation could you as an individual take advantage of?
   n. What related types of experiences have you had?
2. Assign oral reports on data work investigations.
3. Extra credit book reports could be given to the class on career fixtion or non-fiction books read as a part of individual research.
4. Have a speaker whose job involves data work come to class and discuss the skill and training needed for his job.
5. Where feasible, involve students in exploratory activities designed to give them experiences in working with data. Examples:
   a. Comparing - readily observable characteristics
   b. Copying - entering or posting data
   c. Computing - operations in arithmetic
   d. Compiling - gathering or classifying information
   e. Analyzing - evaluating alternative actions
   f. Coordinating - executing determinations and/or actions
   g. Synthesizing - integrating, developing concepts
6. Relate these activities to representative occupations at appropriate levels, from those reported on in class, and from those in demand

statewide or nationally. Have students work in small committees on this aspect.

7. Discuss the post-high school offerings in this category. Study the literature, and where feasible, visit the institutions to see first-hand the type of programs. Classify these according to local and non-local opportunities.
8. Instruct students in the operation of 8 mm. motion picture camera, projector, light meter, and editing equipment. A similar approach might be used for developing slide pictures.
9. Organize student committees to investigate local occupations, plan field trips to the job site and film the unique characteristics of the job under study.
10. Have the students cut and edit the film to produce the desired story. A tape recorder may be used to give a commentary, sound effects, and background music which would compliment the film.
11. Have the student committees present the prepared films and recordings to the class.
12. The films produced should be shared among SUTOE classes throughout the state to show data jobs throughout Oregon.
13. Discussion can be centered on topics such as:
    a. What type data jobs are found throughout the state?
    b. What data jobs are unique in particular areas of Oregon? Groups could prepare bulletin board maps of Oregon to aid in these discussions.

OBJECTIVE 3: THE STUDENT WILL INVESTIGATE CHANGES TAKING PLACE IN THIS FIELD OF WORK AND COMPARE THE OPPORTUNITIES IN DATA WORK WITH THOSE IN OTHER FACETS OF EMPLOYMENT.

Suggested Implementation

1. Among the class activities planned around the focus questions in this objective, it would be desirable to make a field trip (or plan a simulated one through films, speakers, etc.) to see mathematicians, actuaries, engineers, architects, etc., at work, or to see a computer with its programmers and operators at work. Refer to Appendix I, p. 103, for field trip guidelines.
2. Have students bring in and report on news clippings or articles dealing with demands for certain kinds of data workers. Use "Looking Ahead to a Career" slides available via U.S. Department of Labor.

   Focus questions:

   a. Refer back to the chart developed in Unit V, to see what sample occupations you listed in each of the twenty-two areas of work which involved data. Judging by the occupations listed, would you say there is a growing or declining demand for data workers? Why?

   b. What technological advancements have contributed to the need for data workers, in spite of the fact that such machines have made working with data easier and faster?

   c. What are some data occupations that are in great demand?

   d. What do you think the future portends for those who work with data? What evidence have you found in your research that supports this opinion?

3. Arrange for a data oriented resource speaker to discuss the changes in data jobs during his career.

OBJECTIVE 4: THE STUDENT WILL EVALUATE PERSONAL INTERESTS IN THIS CATEGORY IN RELATION TO OTHER KNOWLEDGE OF SELF.

Suggested Implementation

Have students refer to their notebooks on "Self Understanding" from Unit II, especially to their personal profile.

Assign each student to re-appraise his interests, aptitudes, and potentials in the data category, especially relative to the reports presented to the class, and to his own individual occupational research, to see if his interest has increased or decreased as a result of what was learned through study and exploration. Have students discuss, in writing and/or orally, their reasons for having changed interests. Give careful attention to such factors as: (a) importance of the occupation to society; (b) type of occupation involved; (c) education and training required; (d) method of entry and opportunities for advancement; (e) earnings; (f) working conditions, such as hours, overtime, environment, and steady or seasonal work; (g) personal goals and values; (h) other.

CULMINATING OR EVALUATIVE ACTIVITIES FOR UNIT VI

Making their written and oral reports on the results of their individual research in one or more careers primarily involving data work will be a major culminating and evaluative tool in this unit. Tests, of course, can be given too.

UNIT VII - EXPLORING JOBS PRIMARILY INVOLVING WORK WITH PEOPLE (ANIMALS)

OBJECTIVE 1: THE STUDENT WILL GAIN A GENERAL KNOWLEDGE OF THE RELATIONSHIP OF CAREERS INVOLVING WORKING WITH PEOPLE TO THE ECONOMIC SYSTEM.

Suggested Implementation

1. As in the previous unit, students should select one or more occupations whose primary focus is working with people, make an analysis, and report the information in writing and perhaps by an oral report. Note taking on others' reports should be continued.
2. Continue using a variety of methods to investigate the following focus questions through class activities, to explore their implications, and whenever possible, to aid students to apply conclusions to their individual research projects:
   a. What is meant by "working with people"?
   b. Do not all jobs involve some work with people?
   c. How do DOT numbers indicate that jobs primarily involve working with people?
   d. What are some jobs of this nature?
   e. How important are these jobs? (Or--what would our life be like without these kinds of workers?)

OBJECTIVE 2: THE STUDENT WILL IDENTIFY AND EXPLORE SPECIFIC REQUIREMENTS AND SKILLS NEEDED FOR WORKING WITH PEOPLE AS A PRIMARY FUNCTION.

Suggested Implementation

1. The following focus questions will help in planning varied class activities and discussions to supplement the students' individual research activities:
   a. Define: serving, speaking-signaling, persuading, diverting, supervising, instructing, negotiating, mentoring.
   b. What kinds of working-with-people jobs involving serving?
   c. What kinds of working-with-people jobs involve speaking-signaling?
   d. What kinds of working-with-people jobs involve persuading?
   e. What kinds of working-with-people jobs involve diverting?
   f. What kinds of working-with-people jobs involve supervising?
   g. What kinds of working-with-people jobs involve instructing?
   h. What kinds of working-with-people jobs involve negotiating?
   i. What kinds of working-with-people jobs involve mentoring?
   j. What kind of general training do jobs involving working with people require?
   k. What school subjects, which you are now taking or could take in high school, provide such training?
   l. What subjects could be taught in high school to provide such training that are not now offered?
   m. Where is training offered beyond high school for this kind of work?
   n. What opportunities for work experience or observation could you as an individual take advantage of?
   o. What related types of experience have you had?

2. Assign oral reports on working-with-people career investigations.
3. Extra credit book reports could be given to the class on career fiction or non-fiction books students have read as a part of their research.
4. Have a speaker whose job involves working with people come to class and discuss the skills and training for his job.
5. Where feasible, involve students in exploratory activities designed to give them experiences in working with people. Examples:
    a. Serving - attending to individual needs involving immediate response.
    b. Speaking-signaling - conveying or exchanging information.
    c. Persuading - influencing others regarding a product, service or viewpoint.
    d. Diverting - amusing others.
    e. Supervising - analyzing and assigning duties, maintaining harmony.
    f. Instructing - teaching and training others via explanation and demonstration.
    g. Negotiating - exchanging ideas leading to joint decisions, conclusions or solutions.
    h. Mentoring - dealing with individual's total personality in order to advise, counsel, or guide regarding problems via professional principles.
6. Relate the above listed activities to representative occupations at appropriate levels, from those reported on in class, and from those in demand state-wide or nationally.
7. Discuss the post-high school offerings in this category. Study the

literature, and where feasible, visit the institutions offering such training programs.

8. Instruct students in the operation of 8 mm. motion picture camera, projector, light meter, and editing equipment. A similar approach might be used for developing slide pictures.
9. Organize student committees to investigate local occupations, plan field trips to the job site and film the unique characteristics of the job under study.
10. Have the students cut and edit the film to produce the desired story. A tape recorder may be used to give a commentary, sound effects, and background music which would compliment the film.
11. Have the student committees present the prepared films and recordings to the class.
12. The films produced should be shared among SUTOE classes throughout the state to show people jobs throughout Oregon.
13. Discussion can be centered on topics such as:
    a. What type people jobs are found throughout the state?
    b. What people jobs are unique in particular areas of Oregon? Groups could prepare bulletin board maps of Oregon to aid in these discussions.

OBJECTIVE 3: THE STUDENT WILL INVESTIGATE CHANGES TAKING PLACE IN THIS FIELD OF WORK AND COMPARE THE OPPORTUNITIES IN JOBS WORKING WITH PEOPLE TO THOSE IN OTHER FACETS OF EMPLOYMENT.

Suggested Implementation

1. Have students bring in and report on news clippings or articles

dealing with demands for certain kinds of workers in occupations involving working with people.

2. Invite persons in this type of work to class to speak, or go to see them on their jobs.

3. Plan other class activities around these focus questions:

    a. Refer back to the chart developed in Unit V to see what sample occupations you listed in each of the twenty-two areas of work which involved working with people. Judging by the occupations listed, would you say there is a growing or declining demand for these workers? Why?

    b. Why have the development of the sciences of human behavior, such as psychology, created new opportunities for this type of work?

    c. What are some other occupations involving working with people that are in great demand?

    d. What do you think the future portends for workers with people? What evidence have you found in your research that supports this opinion?

    e. How does our growing population affect the need for this kind worker?

    f. What other social and economic changes are causing a demand for people-workers?

4. Arrange for a people oriented resource person to discuss the changes in people jobs during his career.

OBJECTIVE 4: THE STUDENT WILL EVALUATE PERSONAL INTERESTS IN THIS CATEGORY IN RELATION TO OTHER KNOWLEDGE OF SELF.

Suggested Implementation

After referring again to their personal profiles developed in Unit II, have each student re-appraise his interests, aptitudes, and potentials in the "people" category, especially in relation to information gained from the reports made in class, and to his own individual occupational research. Has interest increased/decreased as a result of the study and exploration? Assign discussion, oral and/or written, of reasons for changing interest patterns. Consider carefully such factors as: (a) importance of the occupation to society; (b) type of occupation involved; (c) education and training required; (d) method of entry and advancement opportunities; (e) earnings; (f) working conditions, such as hours, overtime, environment, and seasonal or steady work; (g) personal goals and values; and (h) other.

CULMINATING OR EVALUATIVE ACTIVITIES FOR UNIT VII

Making their written and oral reports, on the results of their individual research in one or more careers primarily involving work with people, will be the main culminating and evaluative tool in this unit. Tests, of course, can be given. Also, whatever film or slide material has been developed should be demonstrated.

UNIT VIII - EXPLORING JOBS PRIMARILY INVOLVING WORK WITH THINGS (OBJECTS, MATERIALS)

OBJECTIVE 1: THE STUDENT WILL GAIN A GENERAL KNOWLEDGE OF THE RELATIONSHIP OF CAREERS INVOLVING WORKING WITH THINGS TO THE ECONOMIC SYSTEM

Suggested Implementation

1. Have students select one or more occupations whose primary focus is working with things, make an analysis, and report the information in writing, and perhaps one oral report. Note-taking on the reports of others should be continued.
2. Use a variety of methods to investigate the following focus questions through class activities, to explore their implications, and whenever possible, to aid students to apply conclusions to their individual research projects:
    a. What is meant by "working with things"?
    b. Do not all jobs involve some work with things?
    c. How do DOT numbers indicate that jobs primarily involve this kind of work?
    d. What are some jobs of this nature?
    e. How important are these jobs? (Or--What would our life be like without these kinds of workers?)

OBJECTIVE 2: THE STUDENT WILL IDENTIFY AND EXPLORE SPECIFIC REQUIREMENTS AND SKILLS NEEDED FOR WORKING WITH THINGS AS A PRIMARY FUNCTION.

Suggested Implementation

1. The following focus questions will help in planning varied class activities and discussions to supplement the students' individual research activities:
    a. Define the following terms which apply to working with things: handling, feeding-offbearing, tending, manipulating, driving-operating, operating-controlling, precision working, setting up.
    b. What kinds of jobs in working with things involve handling?
    c. What kinds of jobs in working with things involve feeding-offbearing?
    d. What kinds of jobs in working with things involve tending?
    e. What kinds of jobs in working with things involve manipulating?
    f. What kinds of jobs in working with things involve driving-operating?
    g. What kinds of jobs in working with things involve operating-controlling?
    h. What kinds of jobs in working with things involve precision working?
    i. What kinds of jobs in working with things involve setting up?
    j. In general, what kinds of training are needed for jobs involving work with things?
    k. What school subjects, which you are now taking or could take in high school, provide such training?
    l. What subjects that are not now offered could be taught in high school to provide such training?

   m. Where is training offered beyond high school for this kind of work?
   n. What opportunities for work experience or observation could you as an individual take advantage of?
   o. What related types of experiences have you had?

2. Have oral reports on "working with things" career investigations.
3. Extra credit book reports could be given to the class on career fiction or non-fiction books that have been read as a part of the research.
4. Have a speaker whose job involves working with things come to class and discuss the skills and training needed for his job.
5. Where feasible, involve students in exploratory activities designed give them experience in working with things. Examples:
   a. Handling - objects or materials by use of body members, hand tools, and/or special devices.
   b. Feeding-offbearing - materials in, or from, machines or equipment that is automatic or tended by others.
   c. Tending - the functioning of machines and equipment, involving minimum judgment.
   d. Manipulating - objects or materials, by use of body members, tools, or special devices involving some degree of judgment.
   e. Driving-operating - machines or equipment, excluding manually powered machines and tools.
   f. Operating-controlling - the progress of machines or equipment designed to fabricate and/or process objects or materials, and requiring frequent adjustments.
   g. Precision working - responsibility for selection of appropriate tools, objects, or materials, and requiring considerable judgment.

   h. Setting up - machines or equipment, restoring to proper functioning for others to operate or to personally operate.

6. Relate these learning activities to representative occupations at appropriate levels, from those reported on in class, and from those in demand state-wide or nationally. Assign students to work in small committees on this aspect, after reports are in and notes taken.
7. Examine and discuss the post-high school offerings in this category. Study the literature, and where feasible, visit the institutions to see first-hand the type of programs. Classify these according to local and non-local opportunities.
8. Instruct students in the operation of 8 mm. motion picture camera, projector, light meter, and editing equipment. A similar approach might be used for developing slide pictures.
9. Organize student committees to investigate local occupations, plan field trips to the job site and film the unique characteristics of the job under study.
10. Have the students cut and edit the film to produce the desired story. A tape recorder may be used to give a commentary, sound effects, and background music which would compliment the film.
11. Have the student committees present the prepared films and recordings to the class.
12. The films produced should be shared among SUTOE classes throughout the state to show things jobs throughout Oregon.
13. Discussion can be centered on topics such as:
    a. What type things jobs are found throughout the state?
    b. What things jobs are unique in particular areas of Oregon?

Groups could prepare bulletin board maps of Oregon to aid in these discussions.

OBJECTIVE 3: THE STUDENT WILL INVESTIGATE CHANGES TAKING PLACE IN THIS FIELD OF WORK AND COMPARE OPPORTUNITIES IN JOBS WORKING WITH THINGS TO THOSE IN OTHER FACETS OF EMPLOYMENT.

Suggested Implementation

1. Have students bring in and report on news clippings or articles dealing with demands for certain kinds of workers in occupations involving working with things.
2. Bring in people in this type of work to class to speak, or go to see them on their jobs.
3. Plan other class activities around these focus questions.
   a. Refer back to the chart developed in Unit V to see what sample occupations were listed in each of the twenty-two areas of work which involved working with things. Judging by the occupations listed, would you say there is a growing or declining demand for these workers? Why?
   b. What technological advances are affecting the demand or lack of demand for people who work with things?
   c. What are some occupations in this category that are growing?
   d. What are some occupations in this category that are declining?
4. If time allows, the effect of automation on our economy can be studied here. Appendix II, K-1, p. 175 contains ideas for developing the topic.
5. Arrange for a things oriented speaker to discuss the changes in things jobs during his career.

OBJECTIVE 4: THE STUDENT WILL EVALUATE PERSONAL INTERESTS IN THIS CATEGORY IN RELATION TO OTHER KNOWLEDGE OF SELF.

Suggested Implementation

After referring again to their personal profiles developed in Unit II, have each student re-appraise his interests, aptitudes, and potentials in the "things" category, especially relative to the reports presented in class, and to his own individual occupational research. Has interest increased or decreased as a result of what was learned through study and exploration? Students should discuss, in writing and/or orally, their reasons for having any changed interests. Careful attention should be given to such factors as: (a) importance of the occupation to society; (b) type of occupation involved; (c) education and training required; (d) method of entry and opportunities for advancement; (e) earnings; (f) working conditions, such as hours, overtime, environment and steady or seasonal work; (g) personal goals and values; and (h) other.

CULMINATING OR EVALUATIVE ACTIVITIES FOR UNIT VIII

Making their written and oral reports on the results of their individual research in one or more careers primarily involving work with things will be the main culminating and evaluative device. Students can turn in their notes on all of the careers they have researched as well as the notes taken on oral reports of careers given by other students. Tests, while limited to terms and discussions, etc., may be of value. The film and/or slide materials developed by the students should be demonstrated at this time, too.

UNIT IX - EVALUATING EXPERIENCES AND PLANNING AHEAD

It is presumed that most of the ideas in Unit IX have been taught; however, it is at this point that the teacher and students will summarize and synthesize the important concepts of the year. By taking the highlights of the course, reinforcement and emphasis can be made during the last weeks of the school term. Placing the students in exploratory work experiences or observation posts, and following up with an evaluation of the student's performance by his "supervisor" on that job would be an excellent means of evaluating his progress.

OBJECTIVE 1: EACH STUDENT WILL REVIEW HIS FUTURE EDUCATIONAL NEEDS AND REASSESS OCCUPATIONAL OPPORTUNITIES.

The matter of planning for future education and training has repeatedly been introduced among the possible activities in other units. Its importance deserves repetition. Its inclusion here, near the end of the course, as a primary objective, is to guarantee that attention be given to exploring the available types of training, as well as reviewing and re-evaluating the individual student's educational plan for high school and beyond in the light of what they have learned during their occupational exploration studies.

Suggested Implementation

1. Students review the types of educational and training opportunities available. Include:
    a. Community Colleges
    b. Apprenticeship training
    c. Government training programs (i.e. MDTA, NYC)
    d. Oregon Technical Institute
    e. Industrial training and on-the-job training programs
    f. Private vocational and technical schools
    g. Colleges and universities
    h. Other adult education in your area (e.g., school district programs, extension service programs, etc.)
    i. Military training
    j. Correspondence courses
2. The following focus questions will be useful for small group or class discussions, individual oral or written reports, or as topics for panels and/or debates.
    a. What are the comparative advantages and disadvantages of the types of educational and training opportunities available? Consider costs, types of training, quality of instruction, quality of facilities, equipment and resources, length of training program, eligibility requirements and quality of placement services for each of those listed under Implementation 1.
    b. What industries in your area offer on-the-job or industrial training?
    c. Do you think too much emphasis has been placed on going to college? By whom? Why?

   d. What kinds of adult education programs are available in your area through the school district? Through the county extension service? Through government training programs, such as the MDTA, NYC, Job Corps?
   e. What is your legal military obligation as a citizen of this country?
   f. What kinds of training to the services provide?
   g. What are the comparative advantages and disadvantages of enlistment, draft, volunteering for induction, and the six-month reserve program?
   h. When should you join the service?
   i. What are the provisions for deferment?
   j. What is meant by "Education is a life-long process"?
   k. Where can you get more information or advice on educational opportunities after you have completed this course?
   l. Other:

3. Compile a list of summer, short-term and part-time job opportunities students might pursue to earn money. Have them consider not only how individuals could earn money, but also how one or more students could start a private business enterprise.
4. Have reports on newspaper or magazine articles dealing with money-making activities of young people.
5. Have a film or report on how people can go into business for themselves.
6. Write an essay discussing what a person can learn through his own experience that will help him succeed as an adult in his life work.

7. Carry out a community coordinated work observation project, assigning each student to spend at least eight hours observing someone who works in an occupation in which the student is interested.
8. Give extra credit to students carrying on work observation projects on their own initiative.

OBJECTIVE 2: EACH STUDENT WILL CLARIFY HIS UNDERSTANDING OF REGULATIONS AND AGENCIES CONTROLLING OR AFFECTING WORKERS.

Suggested Implementation

Use the following focus questions to guide study via teacher and consultant presentations, or through individual research and reports.

1. What federal legislation governs workers?
    a. Tax deductions
    b. Social security
    c. Fair employment practices
    d. Minimum wage and hour laws
    e. Other
2. What state laws affect workers?
    a. Tax deductions
    b. Workmen's compensation for accident or injury
    c. Unemployment compensation
    d. Legal documents and/or health exams required for certain kinds of workers, especially as they pertain to minors
    e. Apprenticeship regulations
3. What other agencies regulate some workers? How?
    a. Unions

b. Professional associations

c. Employer agreements or associations

OBJECTIVE 3: THE STUDENTS WILL KNOW EFFECTIVE RESOURCES AND TECHNIQUES FOR LOCATING AND ACQUIRING JOBS.

In addition to the ideas for implementation suggested here, Appendix II, K-3, K-4, and K-5, contain additional material which teachers might find helpful in developing this objective.

Suggested Implementation

1. Compare and contrast the effectiveness of the following job-hunting resources:
   a. Newspaper ads
   b. State Employment Service
   c. Private employment agencies
   d. Canvassing potential employers in person
   e. Canvassing by letter and/or personal data sheet
   f. Union offices or professional associations
   g. Through friends, neighbors or relatives
   h. Keeping up with local economic developments and anticipating where there will be job openings
   i. School placement services
2. Have students read and clip "Help Wanted" columns and "Positions Needed" columns from newspapers. After studying these ads over a period of time, have them analyze employment needs in the area to discover where they might be able to find employment.

3. Have them clip news articles on business or industrial developments in the area which might offer possible employment.
4. Have a speaker from the Oregon Employment Service discuss their services with respect to finding local jobs, out-of-town jobs, and government jobs.
5. Investigate and have reports on the services provided by private employment agencies, union and professional associations for job placement. Which ones charge fees or otherwise limit their service?
6. Discuss the placement services offered by the high school. How could such services be improved?
7. Discuss what placement services students should look for in selecting a post-high school training program.
8. Role play what job seekers should say when canvassing for a job.
9. Write a sample job canvassing letter and personal data sheet.
10. List factors to be considered in selecting suitable jobs for which to apply, such as job skills required, education needed, interests and aptitudes needed, opportunities for advancement, distance to jobs, etc.
11. Identify jobs that require a beginner to start in another related job and work up the ladder. Name examples of jobs like this and suggest possible entry jobs. The DOT contains information concerning entry jobs which is especially useful to young people just starting their careers.
12. Have a panel of businessmen come to class and discuss what they look for in job applicants and what questions they ask in an interview. Tape the panel discussion for later use.

13. Have students write news articles on the panel discussion to be used in the school paper.

14. In oral and/or written form, have students discuss how they can sell themselves to an employer without seeming either over-confident or timid. There are films and film strips on this topic, also.

15. Have a demonstration job interview, inviting someone who regularly hires personnel to come and conduct the sample interview. Have the same guest act as a consultant to give critiques of students' role-played interviews.

16. Obtain sample application forms for students to fill out. Stress following directions, neatness, accuracy and completeness. Have a businessman, another teacher, or yourself, rank the applications in the order they would be hired on the basis of their applications alone. Discuss the best and worst in class so that they can see what makes a good application and understand its importance.

17. Have students write a sample letter of application (see Appendix II, I, p. 171) in response to a "Help Wanted" ad from the newspaper. Evaluate these with the students. Have them rewritten until each student has a satisfactory sample letter for future reference.

18. Employers often require applicants to take tests, some of which are notoriously of dubious value. The teacher may want to cover some of the main points for doing well on such tests. Numerous books and magazines are available on the market which deal with this subject.

OBJECTIVE 4: THE STUDENT WILL IDENTIFY FACTORS INVOLVED IN HOLDING AND SUCCEEDING IN A JOB

Resources are abundant for this objective. Appendix II, K-5 and K-6, contain some excellent ideas for developing this objective. The Oregon Employment Service and the school guidance office will have other printed materials of help. Numerous films, filmstrips and tapes are available. (See Reference List) The employers of the community, who are often even eager to help the schools teach students more about proper work habits and attitudes, can provide frank person-to-person advice to young people which will be more meaningful to job-seeking youngsters than any second-hand advice the teacher might relay. Prudential Life Insurance, New York Life Insurance, Olympic Typewriter Company, the Mennen-Williams Company and many other industries put out free materials and films.

Suggested Implementation

To avoid "preaching," the content of this objective may be covered in a problem-solving sequence, with liberal use of group discussion methods to share experience and examine case studies. Under each problem suggested below, possible topics to be covered will be noted so that the teacher can attempt to draw these ideas from the students. Inviting local employers to meet with students for such discussions will add reality and practicality to the sessions.

1. Problem: Why do people lose their jobs?

   Employers tell us that as high as 80% of those fired lose their jobs because of their inability to get along with others--fellow workers, customers, or employers. Usually people are not hired unless they have the necessary skills for the job.

Apply this same idea to the school situation to show that success in school also depends heavily on habits and attitudes toward others--at least as much as it does on ability and skill.

2. Problem: How can you get started properly on a new job?
    - a. Report on time
    - b. Practice courtesies
    - c. Come appropriately attired
    - d. Bring needed tools (when required)
    - e. Learn when, where, and how to ask questions

    The teacher may find it useful to use case studies to illustrate the importance of these points. After discussion, students might role play how not to start a job, as well as the proper way to begin work.

3. Problem: What are some important factors in holding a job?
    - a. Performance on the job
        - (1) Knowing first what your task is and then doing it
        - (2) Accepting supervision and criticism
        - (3) Doing your best to earn your salary
        - (4) Avoiding repeated errors
        - (5) Working as part of a team to do your share
        - (6) Learning more than your specific job where possible
        - (7) Accepting responsibilities willingly
    - b. Personality traits and attitudes
        - (1) Desirable character traits of honesty, reliability, cooperation and loyalty
        - (2) Good grooming

(3) Good speech

(4) Good manners

(5) Even temper

(6) Self-confidence but not conceit

(7) Flexibility and willingness to adapt to new situations

4. Problem: How do your personality traits and your attitudes affect all aspects of your life?

a. As a social asset

b. In growing in the job

c. In getting along at school and at home

d. Learning to work with others

Using case studies, introduce some elementary precepts of psychology, such as defense mechanisms, to aid students in understanding basic reactions of others, as well as themselves, which affect their ability to work in harmony with others. An industrial or school psychologist would be a good consultant for this discussion.

5. Problem: After obtaining a job, what are some factors you need to consider in judging whether or not you are achieving success?

a. The satisfaction of doing the job well

b. Learning new skills and operations

c. The pleasure of doing something you like

d. The wages you make and the chance for advancement

e. Learning to work with others

f. Developing new interests

Personnel directors, serving as consultants, could help students understand the way management evaluates workers. In addition, they could bring out that the degree of happiness or contentment that workers find in their jobs is usually commensurate with their own feelings of accomplishment or success on the job. A man's life work is more important than merely a means of providing a livelihood; it is an important part of how he forms his own self-image and judges his own worth. Applying this concept to school situations can help illustrate the idea. For example, discuss the saying that too many students are using these days to justify their school achievement: "Some people have got it, and some don't." How are they rationalizing? What alternatives could they try?

6. Problem: What are the dangers in constantly shifting jobs?
    a. Job shifting affects your work record.
    b. It endangers future referral and recommendations.
    c. It shows shortcomings in attitude and personality.
    d. An employer regards constant shiftings as an undesirable quality.

OBJECTIVE 5: THE STUDENT IS ABLE TO IDENTIFY GUIDANCE RESOURCES WHICH WILL ASSIST PERSONS WHOSE EDUCATIONAL OR OCCUPATIONAL PLANS REQUIRE CHANGE.

Suggested Implementation

1. In written or oral discussions, expand on the processes of decision making by taking up the following problems:

- a. How do educational and occupational plans often change over a period of time?
- b. How flexible is the educational and vocational plan which each student has developed?
- c. What other choices are open to him on the basis of the plan he has tentatively developed?
- d. How are wise decisions reached with respect to any kind of planning?
- e. Why is decision making to be regarded as a continuous process?
- f. Why must decisions ultimately rest with the individual himself though others can help provide information needed to make wise choices?

2. Point out the following sources of future help:
   - a. Occupational help through your State Employment Service or a school guidance office, private and public counseling centers, civil service offices, manpower development and training centers, apprenticeship council or union offices, military recruitment centers, vocational rehabilitation centers, etc.
   - b. Educational advancement through evening classes, adult education, guidance and placement centers, private trade schools, community colleges, military training and many others.
   - c. Social and family problems from government and non-profit agencies, family counseling centers, family guidance clinics and so forth.
3. Discuss which of the above services are available in your own community.

CULMINATING OR EVALUATIVE ACTIVITIES FOR UNIT IX

Since this unit deals with applying experiences and planning, only time will tell whether or not it was successful. Follow-up studies to be conducted in the future can help determine this. In the meantime, the teacher should feel satisfied if students: (1) have established a high school educational plan to attain their tentative vocational goal, (2) have realized that there are many avenues of training beyond high school which are open to them and have identified the types of training available, (3) have identified the major ways to select, find and obtain a job, (4) realize the importance of good job performance, as well as proper attitudes and personality traits, in achieving success in the world of work, (5) show some insight into the behavior of themselves and others to the point that they are concerned about improving their inter-personal relationships, and (6) have expanded their interests as a result of class participation. Re-use of Appendix II, G, may help to measure the latter.

While essay questions on the above concepts would help measure learning, these are more apt to measure the ability to verbalize, rather than the student's ability to apply what he has learned. The best test will be how the student performs on his first job.

Having students give a talk to the class, a talk to a parents' meeting, prepare a skit or radio program, would given them an opportunity to demonstrate their reactions to the ideas developed in this unit.

Whatever the means, evaluations should stress performance and changes in students' behavior, rather than mere verbalization.

UNIT X - FINAL COURSE EVALUATION AND RECOMMENDATIONS

By the end of the year the teacher will already have made numerous evaluations and reports of students' progress in meeting specific unit objectives. This unit deals with evaluating the over-all achievement during the year with respect to the broad goals of the course, along with evaluating the course itself.

The teacher may be able to notice signficant changes in classroom and general school behavior. Other teachers or school counselors could also be requested to rate pupils' progress toward goal oriented performance in school.

Ask students and consultants who have helped with the course to evaluate SUTOE. This will help the teacher glean valuable ideas on how SUTOE can be improved in content and in presentation for future years.

OBJECTIVE 1: THE STUDENTS AND TEACHER EVALUATE INDIVIDUAL AND GROUP PROGRESS AND REACT TO THE SUTOE EXPERIENCE

Suggested Implementation

1. To determine whether or not pupils have made progress in establishing tentative, more realistic occupational and educational goals, re-assign the essay given the first day of class. It was titled: "My Occupational Goal: Why and How I Plan to Attain It." Compare these with the initial papers. Has the student established a goal? Does this differ from his goal stated at the beginning of the course? Is it realistic? Has he developed a reasonable plan for attaining it? Is it flexible?

2. Re-using the economics pre-test would provide a basis for measuring achievement.
3. Teacher-made final exam stressing general concepts and terminology could be used.
4. Have each student complete Appendix II, H-2, to determine if he has selected a tentative occupational goal.
5. Appendix II, L-4, provides a sample of open-end evaluation which allows the student complete freedom to comment on the class as he chooses.
6. Some students find it easier to evaluate by having a rating check list providing certain criteria which they can check "excellent, good, fair, poor." Appendix II, L-3, is adaptable for this.
7. Assist students in sending out a follow-up "thank you" letter and evaluation form similar to L-3 to each consultant, guest speaker, field trip coordinator, etc., who has assisted with the course. This will net valuable ideas for improvement and pave the way for insuring continued cooperation for the future. This could be done at appropriate times during the year, if desired, rather than at year's end.
8. Send parents an evaluation form along with the letter which will be discussed in the next objective. The form in Appendix II, L-3, may be adaptable for this purpose also.
9. The teacher should rate the course and its presentation himself--before looking at the evaluative comments made by others. Later he can compare all of the suggestions and plan ways to improve the course in the future.

OBJECTIVE 2: THE INSTRUCTOR WILL SEEK COOPERATION FOR FOLLOW-UP STUDIES AT THE HIGH SCHOOL AND POST-HIGH SCHOOL LEVEL.

Materials to use for follow-up will need to be prepared. Some will be needed at the beginning of the course and again at the end. Several of these forms could be used with SUTOE enrollees, and with non-enrollees in the same grade as a "rough" control group to measure against each other. The forms will be useful in making subjective evaluations of individual enrollee's concepts and attitudes early in the course, as compared to these concepts and attitudes at the end. Other standardized measurements should also be used.

Suggested Implementation

1. During the last few days of the course, the teacher should ask students to cooperate with future follow-up studies to be conducted in later years in order to judge the success of the course in helping young people more effectively plan their futures. This can only be done after enough time has elapsed for them to reconsider whether or not the class helped them in making the most out of their educational opportunities and in making a better adjustment to their first job.
2. Along with evaluation form L-3, suggested in the last objective, send parents a letter thanking them for their cooperation during the year and asking for their help in the future in conducting follow-up studies. (See Appendix II, L-2)
3. The teacher will want to carefully preserve the names and addresses of students, though the actual follow-up may be conducted by the guidance or curriculum personnel of the school. Other pertinent data which would be helpful:

a. Two essays on "My Occupational Goal---" (from the first day and from the last week of the course)

b. Appendix II, B-1 -Economics Pre-test (from Unit I and at the end of the course, and with a random sample of non-enrollees in the same grade)

c. Appendix II, L-4, - Student Evaluation of SUTOE

d. Appendix II, L-3, -Sample Evaluation Form

e. Appendix II, G, - Find Your Own Interests (from Unit II and at the end of the course)

f. Appendix II, H-2, - You and Your Vocation (for use with enrollees at the end of course, and with a random sample of non-enrollees at the same time)

g. Essay reactions from teachers, counselors, administrators, regarding goal orientation of students in SUTOE

h. Standardized test results at beginning and ending of course for enrollees and others

i. Appendix II, H-1, - Self-Evaluation (from Unit II and at the end of the course)

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3. Baer, Max F., and Edward C. Roeber. Occupational Information. Chicago, Illinois: Science Research Associates, Inc., 1964.

4. Barber, Joseph E. How to Use the New Dictionary of Occupational Titles. Moravia, New York: Chronicle Guidance Publications, Inc., 1966-67.

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13. Dugan, Willis E. "Vocational Guidance, a New Accent in American Education." American Vocational Journal, October 1966, pp. 14-15.

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15. Feldman, Marvin J. Making Education Relevant. New York: The Ford Foundation, 1966.

16. Friedenberg, Edgar Z. The Dignity of Youth and Other Atavisms. Boston, Massachusetts: Beacon Press Publishing Co., 1965.

17. __________. The Vanishing Adolescent. Boston, Massachuetts: Beason Press Publishing Co., 1959.

Both of these books by Friedenberg offer challenging ideas to the individual who is concerned with, and dealing with, youth.

18. Haldeman, Hoffman, Moore, and Thomas. Finding Your Orbit. Moravia, New York: Chronicle Guidance Publications, Inc. 75 cents.

This booklet is designed to develop within the student the ability to think of himself in terms of his abilities, interests, and aptitudes; and to utilize this information in investigating realistic post school occupational and educational opportunities. For student and teacher use.

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Background book for teacher use only.

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Background book for teacher use.

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This little bulletin emphasizes the importance of staying in school to prepare for jobs that bring lifetime rewards. For student use.

58. __________. The American Workers' Fact Book. Washington, D. C.: Superintendent of Documents, U. S. Government Printing Office, 1960. $1.50.

This book is an attempt to present briefly, and in plain language, an over-all picture of labor's place in the economic life of the United States.

59. __________. The Guys and Gals Who Get Ahead Tomorrow Stay in School Today. Washington, D. C.: U. S. Government Printing Office. 1966.

One of the latest in a series of Government publications showing the necessity of staying in school. For student use.

60. State Departments of Employment who publish career briefs, abstracts, summaries, etc., some as guides to occupational areas of job opportunities:

Arizona
California
Florida
Georgia
Idaho
Kansas
Michigan
Mississippi
Nebraska
New Jersey
New Mexico
South Carolina

C. Film Sources:

At the risk of offending some, it is suggested that a film list current today may be obsolete next year; therefore, we urge each user to build his own file, and we will occasionally identify appropriate current films and filmstrips in supplementary listings.

Edu-craft (World of Work series)
Armed Forces
Associated Films
Coronet Films
Oregon State Film Catalogue, Corvallis, Oregon
Rarig Presentations Service, Inc.
Encyclopedia Britannica Films
Guidance Associates, Inc.
Other Government Bureaus and Departments, and private sources

D. Professional Journals

American Vocational Journal (American Vocational Association), various issues.

Personnel and Guidance Journal (American Personnel Guidance Association), various issues.

The School Counselor (American School Counselors Association), various issues.

The Vocational Guidance Quarterly (National Vocational Guidance Association), various issues.

E. Subscription services through which sets of Occupational Information Kits of various qualities, and other career information, are available:

B'nai B'rith Vocational Service
Washington, D. C.

Careers. Largo, Florida

Chronicle Guidance Services
Moravia, New York

Finney Company
Minneapolis, Minnesota

Science Research Associates
Chicago, Illinois

The Sextant Series - 12 volumes
(For Educational/Vocational Guidance)

3048 North 34th Street
Milwaukie, Wisconsin

APPENDIX I

APPENDIX I

EFFECTIVE RESOURCES AND TECHNIQUES IN CONDUCTING THE SUTOE COURSE

Some of these activities fall within the domain of group guidance, some serve to facilitate group counseling, and some are solely representative of good teaching methods.

Field Trips

In studying local business and industry, field trips are very desirable. They present the classes with substantial and meaningful materials for discussion; however, selection of places to be visited should be determined not only by pupils' interests but also by future employment possibilities. Simulated field trips with audio-visual aids and speakers may be necessary when it is impossible to leave the school. Industries, businesses, institutions and organizations usually welcome school visitations and will help with arrangements. (1) Plan trips which permit students to observe a variety of occupations on one visit. (2) Help students prepare to intelligently observe people in their work stations. (3) The students should have definite assignments that should be undertaken on the trip. (4) Coordinate with other teachers in planning trips of mutual benefit to meet multiple objectives. (5) When scheduling field trips consideration should be given to the total school program. (6) Involve students in all aspects of planning and coordinating field trips.

During the field trip the teacher should help guide discussion, however, he must be careful that it doesn't become a dialogue between the guide and himself. Field trips can be used to introduce or summarize a unit and students will gain new experiences and information. They make learning situations true to life for many students. The class should be aware of any taboo questions e.g. "How much money did you make?"

Games

Recently developed commercial games adaptable to SUTOE are "Consumer" and "Life Careers". The imaginative teacher will devise her own "games" to supplement those suggested in some units. Learning can be fun!

Grievance Committee Technique

In student-centered classrooms it is important for the teacher to maintain order; yet, at the same time, equitably balance the power to insure democratic processes. Authoritarian teachers should consider other methods. Taking a leaf from the labor-management practices book, set up a procedure for solving disputes between the teacher and a student or between the students themselves. Have protestors fill out a "Grievance" form. Let the students vote on whether or not the protest deserves consideration. If so, let them select a grievance committee to investigate the facts. If the parties in the dispute accept the committee's recommendation, it is settled. If not, the parties should select a mutually agreeable mediator. If they cannot agree or if the mediator cannot resolve the dispute, each party should select an arbitrator. These arbitrators should meet and work out an agreement which would be binding on both parties. Does this sound time consuming? After a trial run or two, students will find this out too and reject unsound grievances. This technique should help settle classroom problems, and also teach students how labor-management disputes are settled and show the influence that jockeying for power has in the affairs of our society. It could become a constructive lesson in democracy.

Group Discussion

Normally, it will be necessary to provide students with training in group participation and leadership. Frequent use of group discussion, permitting students to interact with each other and relegating the teacher to a relatively passive, resource role, will often afford keener insights into the needs and abilities of pupils. It also provides students with an open avenue to increased class participation, resulting in more enthusiasm toward the class, as well as a chance for each student to explore his leadership ability and expand his verbal skills. When the class is divided into small groups, more will be accomplished if the teacher provides each group with a written assignment sheet which includes provision for selecting a group chairman and recorder, topics to be discussed, and directions for reporting to the teacher or class. Limitations should be placed upon time and topics. A system of evaluation can be worked out which involves the students in rating the participation and performance of other students in the group, thus encouraging a more responsible attitude toward accomplishing their assigned task. See Appendix II, A-1 and A-2, p. 113 and p. 115 for examples.

Guest Speakers

The teacher can make use of speakers or panel members from local industries, businesses, government agencies, and former pupils. Faculty members can also be brought in to stimulate questions and give pertinent viewpoints to the class. Counselors might speak of the changing world of work. Home economics teachers could describe the food and clothing industries, and other cooperating education coordinators the qualities of good workers. Social studies teachers might review basic civil rights.

Other speakers from the State Employment Service could discuss regulations regarding employment of minors. Representatives from organized labor could speak about the rights and responsibilities of union membership. Social security officials may talk about social security requirements and benefits. Personnel directors may conduct simulated interviews and explain employment requirements. Community people are usually pleased to be asked to serve as speakers or members of a panel. Many districts have a compiled list of community resource people available. If there isn't a list available, begin at once to build one. Provide the resource persons with a guideline so discussion will be relevant to the SUTOE objectives. Refer to Appendix II, E-2, p. 137.

Independent Study

More and more the teacher is coming to be regarded as a director of learning, whose major task is to marshal resources and direct the student in his private research activities. A number of units in this course emphasize this technique and specific suggestions for implementation are included. Arrange conferences outside of or during class to supplement class work. Individualize instruction and guidance, and assist students with independent study and research projects.

Individualizing Instruction Through Alternate Assignments

Duplicate petition forms which the student may use to request an alternate assignment. He should justify the request. Acceptable reasons might be that he does not have the skill or aptitude to carry out the assignment at a level competitive with other students, and thus is at a disadvantage; or that he wishes to pursue another project in which he is especially interested. After accepting the petition, the teacher can arrange a conference to plan the alternate assignment which should be of comparable learning value.

Inductive Approach to Learning

Planning student-centered activities with the class increases their motivation and enthusiasm toward learning. Most units suggest possible focus questions so activities can be planned using a variety of methods which are suggested in this section.

Materials from Potential Work Stations

These can be used as sources and reference materials for instruction to the class, or for reports by students. Examples include sample questions used on qualifying tests for certain businesses, reading materials such as instructions to new employees, payroll explanations, forms and reports used on the job, and instructions for specific job operation. Sample tests can be used in group lessons in training to follow directions. Mathematics and spelling questions may prove difficult for some students, however, they may serve to emphasize the importance of further education. Selected statements from on-the-job materials can offer high motivation for learning; for example, "The prospects are excellent for any young man or woman who wants to learn, is willing to work hard and qualify for promotion." Counselors, or vocational education teachers can often direct you to firms willing to provide sample materials. The Chamber of Commerce or State Employment Service may be of help, too.

Meeting With Parents

Parents may be encouraged to extend more cooperation if they are invited to meetings with topics such as, "How to help your child toward a successful career." They may benefit both from the advice of the teacher and from the informal discussion and suggestions from other parents who share similar problems. They may serve on panels or as individual guest speakers for the class. Other ideas are included with suggested activities in many of the units. Appendix L-1 and L-2, p.189 and p.190 contain sample letters which may be sent to parents before and after the course. They explain the nature of the course and request assistance from the parents in helping to make it more successful through personal participation and in helping to evaluate the program through follow-up activities. A sample evaluation form for parents can be found in Appendix L-3, p. 191.

Note Card Shuffle

Each student is supplied with a large note card on which to list one class member's major strengths and weaknesses. Caution that there must be at least as many positive as negative traits listed. Students are told before they start that no one will be able to find out which card they have written. The card writer is then asked to identify a particular occupation or career cluster that he feels would be suited to the individual described, with explanations of how they match and why they were chosen. (This requires some knowledge of jobs and personalities.) After students have entered their comments, the cards are collected and shuffled. The teacher then takes the cards and reads aloud the major strengths and weaknesses listed on the card and the suggested occupation. Students guess who and speculate as to why that combination is suggested. For variation, allow students to write about self if desired.

Occupational Password

Group members must be interested in a similar vocational area in order to play. Teams are established and compete against each other in guessing the predetermined word. One-word clues are used. The words to be guessed come from the technical vocabulary of the students' vocational interest area.

Original Materials

Because of the wide variation in pupils' backgrounds and abilities, and the inadequacy of instructional materials, the instructors will have to develop their own materials and build up a supply which can be used with modifications. It is suggested that instructors working with these classes keep cognizant of the latest in group guidance publications, including those from their State Department of Education.

Role Playing

It assists students in learning to identify and manage their attitudes in significant situations. Under proper directions and planning, role playing in the classroom is not lacking in realism. The pupils should be called upon to make judgments and comparisons. For example, what was good in . . . or where was improvement necessary, or if you were an employer. The pupils should also take notes. Topics for appropriate role playing may include interviewing for a job, providing occupational information, taking a message, delivering a message, taking orders, working with others, discussing problems. Variations in role playing includes Charades and "What's My Line".

School Activities

The students in the course can make definite contributions to such events as career night or career assemblies. They can also help prepare copy for the school yearbook and newspaper (e.g. writing a "Job Tips" column for each issue). There might be a whole section in the yearbook devoted to illustrations and explanations of the course. These practices can help establish rapport and strengthen the status of the program.

School Library or School Guidance Center

Materials should be provided that are significant and of special interest to the world of work, especially regarding local industries. Bulletin board displays will give added visibility and encourage interest.

Spanning the Gulf

To give added meaning to school work, assignments whenever possible should be made in cooperation with other classes students are taking.

Student Evaluation

While a "pass or fail" system would be desirable for this course, many teachers will be required to give a letter or number grade. Each unit contains suggestions for culminating and evaluative activities to give variety to the more common test method.

Testing

The value of using standardized tests to encourage pupils to take into account their interests and abilities in planning their careers cannot be passed over. However, involved calculations and assessments with high and low percentile scores and detailed profiles should be avoided unless the instructor believes the class is interested and able to absorb fine distinctions and measurements. Students can learn and appreciate the necessity for measurement, and the meaning of such terms as aptitude and qualification. Aptitude tests and interest inventories from reputable testing sources, and the General Aptitude Test Battery, are available through some schools now. Other possibilities are the Armed Services and Civil Service examinations. A few possible tests are listed in Appendix M-1, p.195.

Work Experience and Work Observation Opportunities for Students, or Learning Through Job Placement

The term "work experience" is meant in this context to include short term jobs (e.g. fruit harvesting, baby sitting, lawn care), part-time jobs (e.g. paper routes, custodial work, delivery jobs), and non-paid volunteer work (e.g. play ground helper, assistant swimming instructor, clerical helper on a community service project). "Work observation" means placing students in a situation where they may observe others at work in their jobs. The counselor's office and/or employment service may provide help in securing positions for students. The students and teacher can draw up a list of opportunities through volunteer work. A helpful practice in securing private employment might be to circulate cards or letters to employers. The copy should be businesslike, brief and not patronizing. Appendix II, L-5, p.194 offers guidelines for the letter.

APPENDIX II

A - 1

GROUP INVOLVING PROCESSES

The following procedure is only one of the possible means of implementing the group process within the classroom and is by no means a final plan, but offered in the hope of providing a beginning.

STAGE 1

Get Acquainted

1. Organize into one circle with the students facing the center of the circle. (diag. #1) Ask two students to rotate their chairs so they will be facing each other. Then starting at this couple, instruct the students to form into two-somes in the same manner as the first couple. (diag. #2)

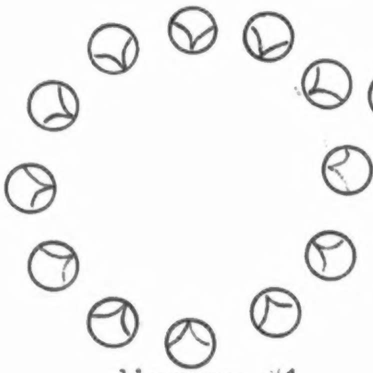


diagram #1

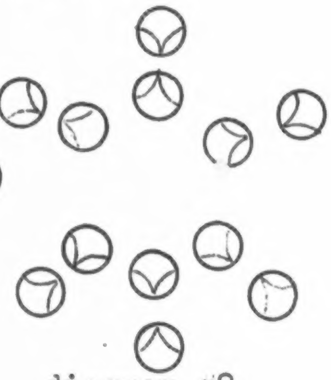


diagram #2

2. Ask the students to get acquainted with each other by asking questions of each other. To start, some of the following questions might be appropriate:
   a. What is your name?
   b. What do you most like to do?
   c. What are some things you've done that you have enjoyed?
   d. What about other people impresses you the most?

3. Adjust the time of the visit to the activity rate of the participants. A very active group may use 2-5 minutes; a very inactive group may use only 1 minute.

4. Designate a person in the outside circle as a reference person. This person will never change chairs during this activity. All others will change chairs each time there is a move. Refer to diagram #3 to see how the movements are made.

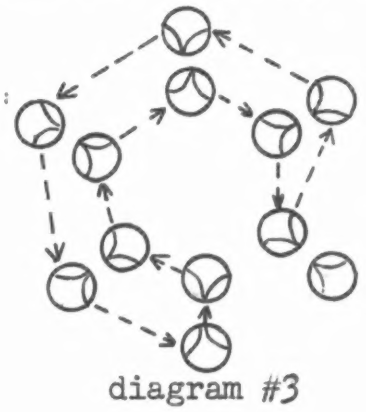


diagram #3

5. Continue as in item #4 until the participants return to their original seats.

6. You might discuss with the participants the following:

   a. What was most interesting to you of the things discussed?
   b. What happened or what was discussed that did the most to get you acquainted with the other person?
   c. What else might you have discussed to allow you to become better acquainted.

STAGE 2

1. Teacher selects members for trios

   a. Common interest combinations.
   b. No leader appointed.

2. Give suggestions for group discussions

   a. Only one person at a time to talk (courtesy).
   b. Stay on the subject.
   c. Keep on impersonal basis.
   d. Each participant should have an opportunity to speak.
   e. Don't attempt to come to conclusions.
   f. Give students opportunity to add rules.

3. Topics for discussion - approximately 10 minute sessions

   a. Related to school activities and of interest to students.
      Examples: Should competitive athletics be eliminated? Dress standards. Haircuts. Grading structure. Teenage music.
   b. The instructor should at this point move from group to group and observe.

4. Shift students to vary groups for next round. Rotate one person each time.

STAGE 3

Move to larger groups of 4, 5 or 6. Possible subjects for topics - see Unit I, Objective 3, 3a, b and c, p. 9 .

STAGE 4

Assign one student as an observer in each group, using an observer form such as Appendix A-2, p. 116. It is suggested that controversial topics be used at this time.

NOTE: This is only one type. It would be desirable if the instructor, with the help of the students, would compile his own observer's form.

The next step would possibly be something more related to the individual such as:

a. Role playing
b. Force Field Analysis (See Appendix II, A-3, p.117 for sample)
c. The Johari Window (See Appendix II, A-4, p. 118)

A - 2

SUTOE GROUP OBSERVATION

GROUP ______________________________ STUDENT INVOLVEMENT # ____________

0. Observer
1. __________
2. __________
3. __________
4. __________
etc.__________

DATE ______________________________

OBSERVER'S DUTIES: Keep a record of the type of response made by each group member throughout a specific discussion.

RECORD	KINDS OF RESPONSES
	1. POSITIVE: Agrees, accepts, shows satisfaction, helps others.
	2. ATTEMPTS ANSWERS: Gives suggestions, opinions or information. (either positive or negative)
	3. QUESTIONS: Asks for information, opinions or suggestions.
	4. NEGATIVE: Disagreeable, does nothing, tears others down, or does not participate.

A - 3

SIMPLIFIED: FORCE FIELD

Problem: (Stated as a goal)

⟶ For	Against ⟵
1	1
2	2
3	3
4	4
etc.	etc.

1. Present the problem in a goal statement.
2. List items to help reach goal.
3. List items which keep from reaching goal.
4. You will probably find one of the items from #2 is the real problem - at which time you run a force field on it. In other words, you go through the process of treating the newly identified sub-problem in the same manner until it is possible to attain the goal.

A - 4

THE JOHARI WINDOW

A Graphic Model of Awareness in Interpersonal Relations

	Known to Self	Not Known to Self
Known to Others	Area of Sharing and Openness	Blind Area
Not Known to Others	Avoided or Hidden Area	Area of Unconscious Activity

See: Luft, Joseph, Group Processes, Palo Alto, California: The National Press, 1963.

B - 1

OCCUPATIONAL ECONOMICS: DATE:______________ NAME:__________________

PRE (POST) TEST: Regarding occupations, careers, jobs, economics

Use Plus (+) for true, Zero (0) for false.

____ 1. The people of the U. S. have a higher standard of living than citizens of any other nations.

____ 2. The dedication and effort of individual workers (U. S.) is a reason for the high standard of living.

____ 3. Efficiency of administrators and management is a reason for the high standard of living in the U. S.

____ 4. The U. S. population at present is around 200 to 205 million.

____ 5. By 1975 our population is expected to be more than 225,000,000.

____ 6. The work force in the U. S. presently totals more than 80,000,000.

____ 7. Approximately one-third of the total U. S. labor force consists of women.

____ 8. The average female may expect to spend 25 years or more in gainful (paid) employment outside the home, during her lifetime.

____ 9. More than ten percent of the available labor force in the U. S. is negro.

___ 10. There is greater unemployment (percentage) among negro workers than among whites.

___ 11. Nationwide, on-farm agricultural employment is expanding at a faster rate than most industries.

___ 12. Unemployment in the U. S. has been staying in excess of five percent in the last several months.

___ 13. Professional and technical occupations continue to have a shortage of qualified applicants in recent years.

___ 14. More than 2,500,000 young people enter the labor market yearly.

___ 15. Skilled or journeymen workers, in most industries, must have graduated from a four-year college.

___ 16. Nationwide, approximately one-third of the young people of high school graduating age do not graduate even in these times.

___ 17. In Oregon more than fifteen percent of the students who enter grade 9 do not graudate from high school.

___ 18. All industries require applicants to write formal letters of application, or fill out detailed information sheets, before they can be considered for employment.

___ 19. Skilled and other manual workers make up the largest percentage of any of the occupational groups.

___ 20. The Service Workers group may include people in hospital, restaurant and hotel work, as well as firemen and policemen.

___ 21. I (the one taking this) am quite sure which occupational grouping I expect to choose my career from.

___ 22. My occupational choice is different than it was eight months ago.

"Education is man's going forward from cocksure ignorance to thoughtful uncertainty."

B - 2

Dear Former SUTOE Student:

You have been chosen to share in developing SUTOE Land, a large, fertile area in Oregon's desert country. This area will soon be under irrigation from water storage areas that have been built. You were chosen because of your technical and on-the-job training since completing school.

Here is the offer:

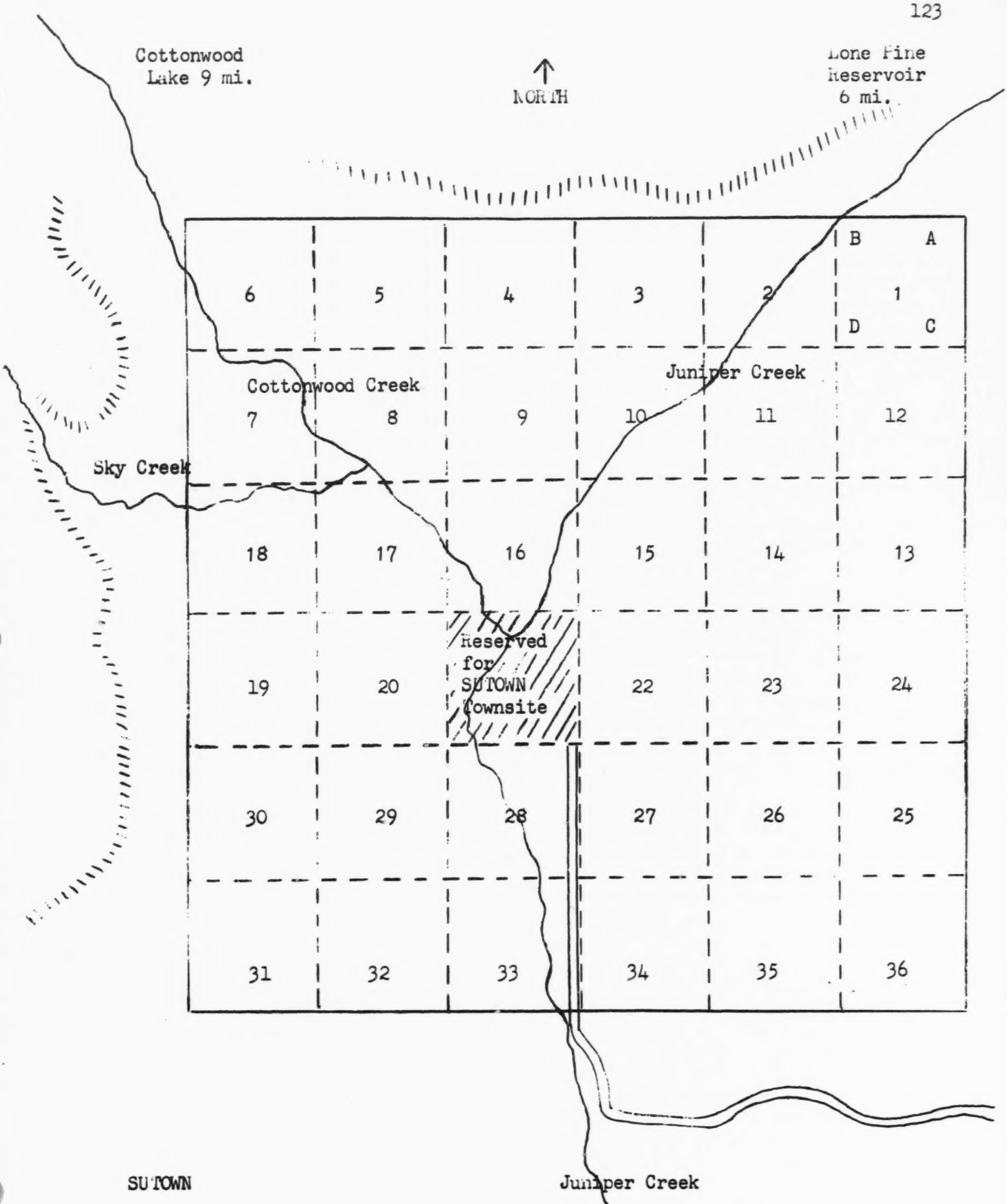
1. Bring $ ________. (an agreed upon amount)
2. You will be awarded 160 acres and water rights.
3. There are no precious metals or gems.
4. You may sell or trade for money to run a business or for more farm land.
5. You may have partnerships only if you each keep a set of records.
6. You must keep accurate records of all money spent and received. Your records must be corrected when the auditor finds an error.
   a. You must keep a record of running balance of your money.
   b. Use correct price or value for all products sold.
7. You have three years to develop your land.
8. You must make a map, tell of the weather, winds, etc.
9. The land surrounding SUTOE Land is still Federally owned and managed, by BLM as grazing land.
10. There is one access road which leads to Lotus Corners (between _______ and _______) 50 miles away.
11. If you buy more than you can pay for, you must sell something. (See #6b)
12. There are no other persons inhabiting or holding title to your land.
13. Write up what you have done (diary).
14. ______ County has dozed out rough roads along the section (square mile) boundaries, and they have a good gravel road from the proposed townsite (see map) to connect with the old road at the _______ Dam.
15. You must buy your transportation for use in SUTOE Land from your $__________ (agreed upon amount). You can buy articles "on time" if you show schedule of payments. (An example: You pay $75 per month for 36 months for a $2250 car loan at 12% true annual interest.)
16. Farmers or ranchers may rent land from other SUTOE members or lease grazing land from the government (BLM) under Taylor Grazing Laws.
17. Business lots are available in the townsite and are approximately ¼ acre in size (90x90') which allows space for a store or up to 1 to 4 office spaces (or small businesses) which you may rent to outsiders for extra income when you show a lease.
18. Power and telephone systems have agreed to provide service and want to hire one service man each (salary to be agreed upon as based from training and experience of applicant).

19. You only have 24 hours in a day, so you cannot take on jobs or businesses which combine to demand more than you can give. You then must have a general idea of what your work day entails, what help you must hire, when you take vacations, etc.
20. At present, only the townsite has a well; the maintenance and replacement charge is $5 per business and per house with an extra charge for amount used above 1000 cu. ft. per month.
21. Homesites in the township section are ½ acre in size and can be purchased at a price to be determined by the SUTOE Board of Directors who represent and are elected by you, the SUTOE members.
22. Various banks, stores, and other services are anxious to have openings in SUTOWN if you are not planning on opening your own business.

Good luck to all of you.

Sincerely,

I. M. BROKE, Assistant Manager


Cottonwood Lake 9 mi.
NORTH
Lone Pine Reservoir 6 mi.
6
5
4
3
2
B
A
1
D
C
Cottonwood Creek
Juniper Creek
7
8
9
10
11
12
Sky Creek
18
17
16
15
14
13
19
20
Reserved for SUTOWN Townsite
22
23
24
30
29
28
27
26
25
31
32
33
34
35
36
Juniper Creek

SUTOWN

And

SUTOE Land
(Township)

Township = 36 sections
1 inch = 1 mile
1 sq. mi. = 640 acres
Section = 1 sq. mi.

B - 3

BONUS ISLAND

The objective of this problem is to investigate the individual's role as a consumer, including budgeting, buying wisely and maintaining a bank account.

This is to inform you that an island and $_________ has been left to you by your rich Uncle Clod. The island and money was left to you tax free.

A. Requirements:

1. No partnerships.
2. You must move to the island and develop it.
3. Your island is located 300 miles from a mainland.
4. A boat will stop at your island once a year.
5. You have 3 years in which to develop it.
6. NO precious metals, gems, treasures, oil or other valuables are available.
7. You must make a map, to tell of the weather, winds, current and topography of your island and area.
8. You must keep an accurate account of all money spent.

B. You must keep an accurate account of each:

1. All items purchased must be accurate (to the penny) - no estimates.
2. All accounts will be audited by another student.
3. A running balance must be maintained with a record of all expenditures.
4. A cash reserve should be maintained in the event of an emergency.
5. In the event of a mistake on your account it must be corrected.

C. Other pertinent points:

1. Your island has considerable natural resources and an abundance of wild game.
2. In the event you exceed your money on hand, you will have to sell something, (usually at a loss) to obtain money to continue.
3. Your island does not have inhabitants.
4. You will not be notified prior to an audit of your books.
5. Paper ads and catalogs are excellent sources for ordering. Make sure your order forms are filled out correctly. (Please add freight bill to total).
6. You can only bring personal items you now own or possess.
7. Survival such as "how will I eat" is not of importance. (The objective is the main factor.)
8. This project is only a sample of the varieties for relevant learning.

C - 1

HOW TO USE THE 1965 EDITION OF THE DICTIONARY OF OCCUPATIONAL TITLES*

In 1965 the third edition of the DOT became available. This is a complete revision with up-to-date job information and a new classification and coding system.

In addition to its use in the U. S. Employment Service, the Dictionary of Occupational Titles has become a standard reference for schools, industry, libraries, colleges, the Department of Defense, and the Veterans' Administration in its counseling and guidance centers for veterans.

The third edition of the DOT has some significant innovations. The counselor (or SUTOE teacher) will want to know what each of these volumes contains, how to use it in exploring occupational information, and how to locate related job descriptions in his files. The DOT may be ordered from the Superintendent of Documents, U. S. Government Printing Office, Washington, D. C., 20402. The price is $9.25 for the two-volume set, and $2.75 for the 1966 Supplement.

What is in the DOT

Volume I contains the job titles and their definitions in alphabetical order. Volume II provides three additional arrangements of these jobs in that it groups jobs having the same basic occupational, industrial, or worker characteristics. It serves to classify the abilities, vocational experience, and potential of workers. The Supplement provides information regarding selected characteristics of occupations.

The Dictionary furnishes the titles and definitions of 21,741 separate occupations. These are known by 13,809 additional titles, making a total of 35,550 titles. The third edition includes 6,432 jobs not included in the second edition. Over 8,000 of the second edition jobs have been deleted or combined with others.

Each definition is listed alphabetically according to the job title. For example, if we look up the word "Counselor" we find that the first listing, or "Counselor I," refers us to the Lawyer. The second listing is "Counselor II 045.108." This is followed by other titles by which this job is known: Guidance Counselor, Vocational Advisor, and Vocational Counselor. This is followed by the definition which tells what the counselor does, how he does it, and why he does it. The definition also provides either explicitly or by implication the functions performed by the worker, the significant aptitudes, interests, and temperaments required by the job, and any critical physical demands and working conditions involved. Looking further in the alphabetical listing you will find other types of counselors, as Counselor, Camp; Counselor, College; Counselor, Dormitory. It should be noted that letter alphabetizing rather than word alphabetizing is used. This means that the entire job title is treated as a single word when alphabetizing.

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*Adapted from: Dr. Joseph E. Barber; Chronicle Guidance Publications, Inc.

In Volume II the two arrangements of job titles which will be of most interest are the occupational group arrangement and the worker traits arrangement. The occupational group arrangement lists the jobs numerically according to their six-digit code numbers. This arrangement provides the key to the meaning of each digit in the code number.

What the Numbers Mean

It will be recalled that the example used earlier in this explanation was that of the counselor. The code number for this occupation is 045.108. The first digit "0" or "1" indicates that the job falls in the category entitled Professional, Technical, and Managerial Occupations. The other first digits represent categories as follows:

2 Clerical and sales occupations
3 Service occupations
4 Farming, fishery, forestry, and related occupations
5 Processing occupations
6 Machines trades occupations
7 Bench work occupations
8 Structural work occupations
9 Miscellaneous occupations

The first two digits "04" represent the division "Occupations in Life Sciences." The three digit group "045" is called "Occupations in Psychology."

The last three digits of the code reflect the worker's relationships to data, people, and things, respectively. Thus, in the Counselor's code 045.108, the "1" signifies that the worker's relationship to data is the "coordinating" level. This is defined in Appendix A to Volume II as "Coordinating: Determining time, place, and sequence of operations or action to be taken on the basis of analysis of data; executing determinations and/or reporting on events." The fifth digit indicates that the worker's relationship to people is at the "mentoring" level. The DOT defines this relationship as "Mentoring: Dealing with individuals in terms of their total personality in order to advise, counsel, and/or guide them with regard to problems that may be resolved by legal, scientific, clinical, spiritual, and/or other professional principles." The sixth digit, 8, indicates that the work of the Counselor requires no occupationally significant relationship to things.

Thus, the code number of any job in the Dictionary tells much about the nature of the work, the functions performed by the worker, and the level of complexity of the job. By turning to the same number in his file of occupational information, the counselor will be able in most cases to find a brief which will give him the details about the job. It will enable the student to find information about the future of his job and its possibilities. When possible, it is well for him to also talk to someone in the field or even observe a person at work to get first-hand knowledge of the tasks which must be performed.

The Worker Traits Arrangement

In this arrangement in Volume II of the DOT, the jobs are rearranged into 114 groups according to characteristics and traits required of the worker. These include training time, aptitudes, interests, temperaments, and physical demands. For each group the training and methods of entry are described and the worker requirements are explained. The jobs in any one worker trait group are at about the same level of complexity, but may be drawn from a variety of kinds of work. In this way a worker trait group can show the counselor all of the jobs in all industries that require a similar pattern of worker characteristics. On the other hand, the Occupational Group Arrangement groups jobs in terms of industry, subject matter, and product, and then arranges the jobs in each grouping in the form of a ladder showing the entry and progression possibilities.

Uses of the Dictionary

The Dictionary of Occupational Titles provides the means of exploring occupational information, whether we start with information about a job or about a person. A counselor may explore with a counselee the worker trait group that matches his qualifications, then the individual jobs in a worker trait group, and finally arrive at a possible vocational objective. He can then locate the job in the Occupational Group Arrangement and find in the same group related entry jobs and higher level jobs to which the person can progress. Definitions of these jobs will be found listed alphabetically in Volume I. Then more specific information can be found by locating briefs in the occupational file according to the code numbers of the jobs. Also extensive use of the Department of Labor Occupational Outlook Handbook, 1968-69 Edition, can be made with understanding.

There are many other uses of the Dictionary of Occupational Titles. Both volumes are used in the armed forces, the U. S. Employment Service, the Veterans' Administration, and many other organizations. It will be one of the most important references in the counselor's office. He, as well as the students and the librarian, will have many uses for it. Both volumes should be in the library especially if the occupational files are maintained there.

Volumes I and II and the 1966 Supplement are also a must as immediate references in the room, as are many of the other materials listed in the Reference List, for the instructor who is teaching the Self Understanding Through Occupational Exploration course. Certainly the concerned school counselor must have these references at his fingertips for use in his daily work, as well as have a general working knowledge of the coding systems and ramifications, while helping youth to explore possible decisions in the world of work.

C - 2*

EXPLANATION OF RELATIONSHIPS WITHIN DATA, PEOPLE, THINGS HIERARCHIES

Much of the information in this edition of the Dictionary is based on the premise that every job requires a worker to function in relation to Data, People, and Things, in varying degrees. These relationships are identified and explained below. They appear in the form of three hierarchies arranged in each instance from the relatively simple to the complex in such a manner that each successive relationship includes those that are simpler and excludes the more complex.[1] The identification attached to these relationships are referred to as worker functions, and provide standard terminology for use in summarizing exactly what a worker does on the job by means of one or more meaningful verbs.

A job's relationship to Data, People, and Things can be expressed in terms of the highest appropriate function in each hierarchy to which the worker has an occupationally significant relationship, and these functions taken together indicate the total level of complexity at which he must perform. The last three digits of the occupational code numbers in the Dictionary reflect significant relationships to Data, People, and Things, respectively.[2] These last three digits express a job's relationship to Data, People, and Things by identifying the highest appropriate function in each hierarchy to which the job requires the worker to have a significant relationship, as reflected by the following table:

---

[1] As each of the relationships to People represents a wide range of complexity, resulting in considerable overlap among occupations, their arrangement is somewhat arbitrary and can be considered a hierarchy only in the most general sense.

[2] Only those relationships which are occupationally significant in terms of the requirements of the job are reflected in the code numbers. The incidental relationships which every worker has to Data, People, and Things, but which do not seriously affect successful performance of the essential duties of the job, are not reflected.

*From APPENDIX A, pp. 649-50 of the Dictionary of Occupational Titles, Volume II: Occupational Classification and Industry Index, Third Edition, 1965.

DATA (4th digit)	PEOPLE (5th digit)	THINGS (6th digit)
0 Synthesizing	0 Mentoring	0 Setting-Up
1 Coordinating	1 Negotiating	1 Precision Working
2 Analyzing	2 Instructing	2 Operating-Controlling
3 Compiling	3 Supervising	3 Driving-Operating
4 Computing	4 Diverting	4 Manipulating
5 Copying	5 Persuading	5 Tending
6 Comparing	6 Speaking-Signaling	6 Feeding-Offbearing
7)) No significant relationship	7 Serving	7 Handling
8)	8 No significant relationship	8 No significant relationship

DATA: Information, knowledge, and conceptions, related to data, people or things, obtained by observation, investigation, interpretation, visualization, mental creation; incapable of being touched; written data take the form of numbers, words, symbols; other data are ideas, concepts, oral verbalization.

0 Synthesizing: Integrating analyses of data to discover facts and/or develop knowledge concepts or interpretations.

1 Coordinating: Determining time, place, and sequence of operations or action to be taken on the basis of analysis of data; executing determinations and/or reporting on events.

2 Analyzing: Examining and evaluating data. Presenting alternative actions in relation to the evaluation is frequently involved.

3 Compiling: Gathering, collating, or classifying information about data, people, or things. Reporting and/or carrying out a prescribed action in relation to the information is frequently involved.

4 Computing: Performing arithmetic operations and reporting on and/or carrying out a prescribed action in relation to them. Does not include counting.

5 Copying: Transcribing, entering, or posting data.

6 Comparing: Judging the readily observable functional, structural, or compositional characteristics (whether similar to or divergent from obvious standards) of data, people, or things.

PEOPLE: Human beings, also animals dealt with on an individual basis as if they were human.

0 Mentoring: Dealing with individuals in terms of their total personality in order to advise, counsel, and/or guide them with regard to problems that may be resolved by legal, scientific, clinical, spiritual, and/or other professional priniciples.

1 Negotiating: Exchanging ideas, information, and opinions with others, to formulate policies and programs and/or arrive jointly at decisions, conclusions, or solutions.

2 Instructing: Teaching subject matter to others, or training others (including animals) through explanation, demonstration, and supervised practice; or making recommendations on the basis of technical disciplines.

3 Supervising: Determining or interpreting work procedures for a group of workers, assigning specific duties to them, maintaining harmonious relations among them, and promoting efficiency.

4 Diverting: Amusing others.

5 Persuading: Influencing others in favor of a product, service, or point of view.

6 Speaking-Signaling: Talking with and/or signaling people to convey or exchange information. Includes giving assignments and/or directions to helpers or assistants.

7 Serving: Attending to the needs or requests of people or animals or the expressed or implicit wishes of people. Immediate response is involved.

THINGS: Inanimate objects as distinguished from human beings; substances or materials; machines, tools, equipment, products. A thing is tangible and has shape, form, and other physical characteristics.

0 Setting-Up: Adjusting machines or equipment by replacing or altering tools, jigs, fixtures, and attachments to prepare them to perform their functions, change their performance, or restore their proper functioning if they break down. Workers who set up one or a number of machines for other workers or who set up and personally operate a variety of machines are included here.

1 Precision Working: Using body members and/or tools or work aids to work, move, guide, or place objects or materials in situations where ultimate responsibility for the attainment of standards occurs and selection of appropriate tools, objects, or materials, and the adjustment of the tool to the task requires exercise of considerable judgment.

2 Operating-Controlling: Starting, stopping, controlling, and adjusting the progress of machines or equipment designed to fabricate and/or process objects or materials. Operating machines involves setting up the machines and adjusting the machine or material as the work progresses. Controlling equipment involves observing gages, dials, etc., and turning valves and other devices to control such factors

as temperature, pressure, flow of liquids, speed of pumps, and reactions of materials. Setup involves several variables and adjustment is more frequent than in tending.

3 Driving-Operating: Starting, stopping, and controlling the actions of machines or equipment for which a course must be steered, or which must be guided, in order to fabricate, process, and/or move things or people. Involves such activities as observing gages and dials; estimating distances and determining speed and direction of other objects; turning cranks and wheels; pushing clutches or brakes; and pushing or pulling gear lifts or levers. Includes such machines as cranes, conveyor systems, tractors, furnace charging machines, paving machines, and hoisting machines. Excludes manually powered machines, such as handtrucks and dollies, and power assisted machines, such as electric wheelbarrows and handtrucks.

4 Manipulating: Using body members, tools, or special devices to work, move, guide, or place objects or materials. Involves some latitude for judgment with regard to precision attained and selecting appropriate tool, object, or material, although this is readily manifest.

5 Tending: Starting, stopping, and observing the functioning of machines and equipment. Involves adjusting materials or controls of the machine. such as changing guides, adjusting timers and temperature gages, turning valves to allow flow of materials, and flipping switches in response to lights. Little judgment is involved in making these adjustments.

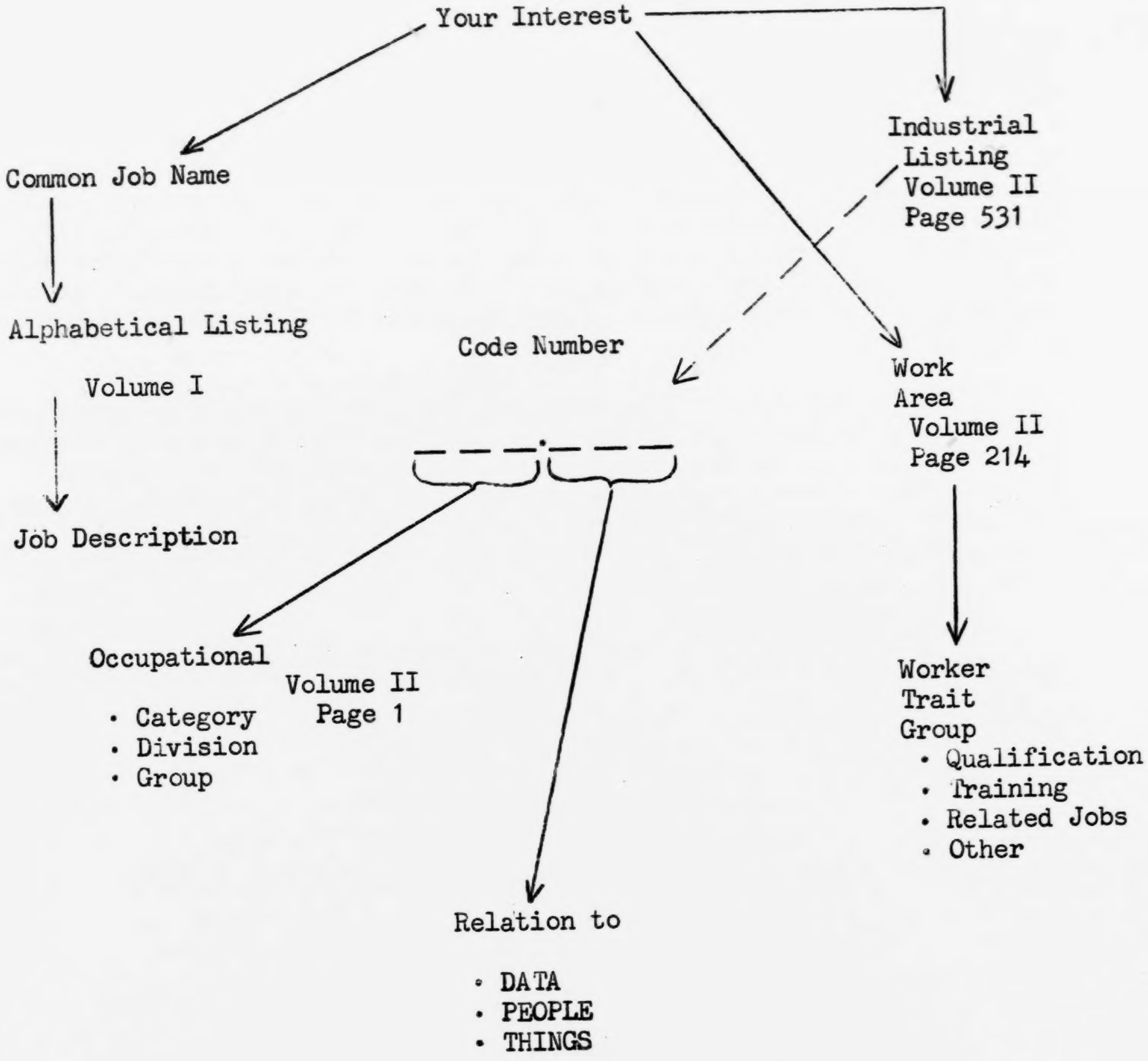
6 Feeding-Offbearing: Inserting, throwing, dumping, or placing materials in or removing them from machines or equipment which are automatic or tended or operated by other workers.

7 Handling: Using body members, handtools, and/or special devices to work, move, or carry objects or materials. Involves little or no latitude for judgment with regard to attainment of standards or in selecting appropriate tool, object, or material.

NOTE: Included in the concept of Feeding-Offbearing, Tending, Operating-Controlling, and Setting-Up, is the situation in which the worker is actually part of the setup of the machine, either as the holder and guider of the material or holder and guider of the tool.

D - 1

RESEARCH MAP for the DICTIONARY of OCCUPATIONAL TITLES (DOT)


Your Interest
Common Job Name
Alphabetical Listing
Volume I
Job Description
Industrial
Listing
Volume II
Page 531
Code Number
Work
Area
Volume II
Page 214
Occupational
• Category
• Division
• Group
Volume II
Page 1
Worker
Trait
Group
• Qualification
• Training
• Related Jobs
• Other
Relation to
• DATA
• PEOPLE
• THINGS

D - 2

DPT $\left\{\begin{matrix}\text{Data}\\ \text{People}\\ \text{Things}\end{matrix}\right\}$ BASEBALL

DPT Baseball requires two teams. The teacher may wish to arrange one part of the room for the bases, thus giving students a chance to move about.

Usual baseball rules apply for base running. The pitcher gives the job title from Volume I of the Dictionary of Occupational Titles and reads the job description. The first batter has one chance at the data number. If he gets it then he has a home run. If he misses then the second batter tries data again. If he gets it on his one and only chance then he gets a two base hit. If he misses then the third batter has one swing left. If the third batter gets the data DOT number then it's a single. If, however, he also misses then there is one out. Actually the three batters who consecutively miss the data question serve the same function as one batter in real life baseball. This rule gives more of them a chance to participate.

If all three batters miss and one is out; give them the correct DOT number for data (there is little value in continuing). Then go to people with the same side at bat and repeat the process. Do the same with things. When three are out (that is three outs, not three batters) the other side is up and the game is continued. The kids know all about scoring, innings, etc. So be flexible and let them construct their own rules for playing.

One suggestion is that each side prepare in advance a list of occupational titles to use.

E - 1

REMINDERS TO THE TEACHER FOR SUPERVISING OCCUPATIONAL RESEARCH

In addition to the premise that every job requires a worker to function in some relation to Data, People, and Things, in varying degrees, the investigation of specific careers or jobs must include other important general aspects. These include the 9-code Occupational Group Arrangement and 22 broad area Worker Traits Arrangements. Volume II of DOT further subdivides these 22 into 114 groups. Together, these make up the Occupational Classification and Code. These provide a method of grouping jobs having the same basic occupational or worker trait characteristics so they can be studied in various relationships among other occupations and so a standard approach to classifying the abilities, vocational experiences, and/or potentials of workers can be compared. There must also be serious consideration given to other factors such as qualifications based on General Educational Development (GED), Specific Vocational Preparation (SVP), Aptitudes (APT), often based on General Aptitude Test Battery results; but for purposes of the course in Exploration, other factors may be quite useful. Some of these suggested tests and questionnaires are listed elsewhere in the appendix. Interests (INT) are very important in the investigation, and they are considered in relation to the worker function factors. Temperaments (Temp.) and Physical Demands (Phys. Dem.) involving the job under investigation must be seriously considered in relation to possible occupational exploration, especially as it relates to self understanding. These topics are dealt with in greater detail in Appendix B, DOT, 1965, Volume II, p. 651, and in the introductory pages of Volume I of the 1965 DOT.

As this research will be undertaken for school credit and for personalized learning on the part of the student investigating the topic, it will be necessary to do the best work possible. Therefore, a few suggestions are in order before preparing the final copy of the written work to turn in. It may also serve as a useful guide for any oral reports that are presented to the class as a whole or to small groups within the class setting. The following are essential: (a) the work must be neat and legible; (b) good quality paper should be used; (c) good English is important; (d) illustrations should be used wherever possible; (e) a selected list of references must be included, preferably in alphabetical order and including individual resource persons as well as sources of written materials; (f) a cover page, prepared attractively, including your name, date, instructor's name and class, and the job area and code numbers, is always in order. Remember, this is one of a minimum of three career investigations in depth, one in each of the Data, People, or Things hierarchies as presented in Units 6, 7 and 8.

It will be necessary that the person helping students plan their research be cognizant of the many factors and possible pitfalls while using this course. But, therein lies the challenge for the task and the necessity for becoming familiar with the Department of Labor publications referred to above, and additionally, enrollment in a workshop of sufficient duration to make it possible to gain enough understanding to be of real help to the youth we serve as they consider the choices open to them and the beat of the music by which they wish to march.

E - 2

TEACHER'S GUIDE FOR HELPING STUDENTS DEVELOP CRITERIA FOR MEANINGFUL OCCUPATIONAL RESEARCH

Date ______________________ Name ______________________

The specific job code for this research ______.______.

Emphasis will be placed upon Data, People, Things hierarchies, depending upon which Unit the student is working with. (Please underline one of the three choices here.) This job (career, occupation, vocation) appears to belong in the category entitled ______________ (Occupational Group Arrangement), according to what I have learned from the DOT and other sources. This investigation concerns a job commonly known as ______________, though one or more other names may be applied to it by other people. It may also fit into one of the twenty-two broad Worker Traits Arrangements known as ______________, according to the Dictionary of Occupational Titles (DOT).

I. Description of the job (occupation)

   A. Brief history and development of this work

   B. Work performed

      1. General nature of the work

      2. Importance of this work and its relation to society (briefly)

      3. Some other facets involved in the work

         a. Who are those with whom the worker deals on the job?

         b. How do these factors influence non-job activities?

II. Employment prospects and trends in this field of work

   A. What needs are there for workers (increasing or decreasing demands)

      1. Immediate job opportunities

         a. Total numbers needed

         b. Turnover rate in this occupation (low or high)

      2. Long term career opportunities (more than 10 years hence)

         a. Projected total numbers needed

         b. Stability for individual employment

        3. Flexibility (other related jobs one might adapt to or from)

    B. Where are these jobs to be found (geographical regions)

        1. Urban areas

        2. Rural areas

    C. Industries using workers with these skills

        1. Type of industry

        2. Size of industry

        3. Union/non-union

III. Qualifications profile

    A. Personal factors

        1. Age limits

        2. Male or female limitations

        3. Special tools, clothing, or equipment needed

    B. Educational needs

        1. Formal

            a. General and elective courses

            b. Required courses

        2. Informal

    C. Specific vocational preparation needed

        1. Vocational education in high school, or post-high school

        2. Apprenticeship training factors

        3. In-plant training, organized formally

        4. On-the-job training, training under a supervisor

        5. Essential related work experiences

    D. Aptitudes required

        1. As determined by tests

            a. General Aptitude Test Battery

        - b. Differential Aptitude Tests
        - c. Others
    - 2. As determined by employer
        - a. Demonstration
        - b. Job performance
- E. Essential interests (describe in detail)
    - 1. Refer to DOT, Volume II, p. 654
    - 2. Refer to interest surveys in the appendix
- F. Temperaments for success on the job
    - 1. DOT, Volume II, p. 654, of use here
    - 2. Consider also the various forms filled out
- G. Physical Demands (required activities)
    - 1. Physical requirements in performance of the job
    - 2. Physical capacity (traits) to meet the demands
    - 3. DOT, Volume II, pp. 654-56, has helpful ideas
- H. Regulations (not elsewhere specified)
    - 1. Government
    - 2. Union
    - 3. Industry

IV. Working Conditions (physical environment)

- A. Inside, outside, or both
- B. Extremes of temperature changes
    - 1. Cold
    - 2. Heat
- C. Noise and vibration
    - 1. Constant
    - 2. Changing

- D. Hazards (risk of bodily injury)
- E. Fumes, odors, toxic conditions, dust, and poor ventilation
- F. Hours (day, swing, nights, weekends, holidays, etc.)

V. Obtaining the Job

- A. How it is found (initial contacts)
    - 1. Hearsay
        - a. Friends
        - b. Relatives
    - 2. Classified ads
    - 3. Employment offices
        - a. State
        - b. Private
        - c. Institutional
        - d. Union
    - 4. Formal notice (as a result of previous applications)
- B. Applying for the job
    - 1. Personal application
        - a. By appointment-interview
        - b. Waiting in line
    - 2. Formal application
        - a. Letter and/or resume
        - b. Filling out application forms

VI. Compensations in this work

- A. Opportunity for service to humanity
    - 1. Personal satisfactions attained
    - 2. Admiration and/or respect of others

B. Advancement possibilities
    1. Increased responsibilities
    2. Increased status and/or position

C. Financial rewards
    1. Pay
        a. Present (wage range, minimum/maximum)
        b. Most common wage
        c. Moving into higher pay grade (opportunities)
        d. Differences for sex and/or age groups
        e. Retirement benefits
    2. Security of the job
        a. Steady income
        b. Seasonal characteristics
        c. Tenure-stability

VII. Recapitulate and evaluate this career for yourself
    A. Advantages (summarize in some detail)
    B. Disadvantages (summarize in some detail)
    C. Tentative decision regarding this career or occupational cluster

VIII. Reference list

E - 3

SAMPLE EVALUATION FORM FOR RESOURCE SPEAKER, FIELD TRIP, OR FILM

Date ______________________

Industry or Business: ______________________

Speaker or Contact: ______________________

Source and/or Address: ______________________

____

Position: ______________________

Phone: ______________________

Content:

Pertinent Points Covered:

1.

2.

3.

4.

Graded Evaluation: (circle one)

Excellent Good Fair Poor

Comments:

SUTOE Instructor ______________________

School ______________________

F - 1

Confidential

PERSONAL DATA SHEET

(To be filled out by each pupil)

Name____Age ________
Last First Middle

Legal Name____
Last First Middle

Birthdate________________________Place__________________________
Month Day Year City State

Years in this community______________Years in this state________________

Father's name____________________________________Father's age________

Father's place of birth____

Schooling completed 8 or less 9 10 11 12 Business College Some College Other Vocational School Coll. Degree
(circle the appropriate item)

Mother's name___________________________________Mother's age_________

Mother's place of birth____

Schooling completed 8 or less 9 10 11 12 Business College Some College Other Vocational School Coll. Degree
(circle the appropriate item)

Father's occupation________________________How many times married______

Mother's occupation________________________How many times married______

Do you live with your parents_________If not, is mother living____________

Is father living____________________With whom do you live if parents are separated or divorced____

Do you live with a step-parent__________Do you live with a guardian_________

How many brothers do you have that are older than you____How many younger____

How many sisters do you have that are older than you____How many younger____

Do you, or would you, like to travel__________________In how many states have you traveled__________________Have you been in foreign countries____________

If so, which ones__________________________________When____________________

Do you like school better or less than when you were in the lower grades______

What would you like to be doing right now____________________________________

What do you enjoy doing most________________________Least___________________

GRADES:	8	9	10	11	12
1. What kind of work do you plan to do for a living?					
2. What is your second choice?					
3. What do your folks want you to be?					
4. What subject(s) do you like best?					
5. What subject(s) do you like least?					

INDICATE BY WRITING YES OR NO OR I DON'T KNOW

6. Do you plan to complete high school?					
7. Do you plan to take vocational training after high school?					
8. Do you plan to go to technical school after high school?					
9. Do you plan to go to a 4-year college?					
10. Do your folks want you to go to school beyond high school?					
11. Do you think your folks can assist you financially?					

Signature________________________________

F - 2

Confidential

PERSONAL DATA SHEET*

Please circle the letter of the appropriate answer.

1. Are you: (A) Male (B) Female

2. How old were you on your last birthday?

   (A) 12 (B) 13 (C) 14 (D) 15 (E) 16 (F) 17

3. Where have you spent most of your life?

   (A) In this city, town, or county
   (B) In this state but outside this city, town, or county
   (C) In another state in the U. S.
   (D) In another country outside the U. S.

4. In what type of community have you spent most of your life? (Give your best estimate if you are not sure.)

   (A) In the open country or in a farming community
   (B) In a small town (less than 10,000 people) that was not a suburb
   (C) Inside a medium size city (10,000 to 100,000 people)
   (D) In a suburb of a medium size city
   (E) Inside a city of more than 100,000 people
   (F) In a suburb of a large city

5. How many people live in your home, including yourself, parents, brothers, sisters, relatives, and others who live with you?

   (A) 2 (B) 3 (C) 4 (D) 5 (E) 6 (F) 7 (G) 8 (H) 9 or more

6. How many brothers do you have who are older than you are? Include stepbrothers and half brothers, if any.

   (A) None (B) 1 (C) 2 (D) 3 (E) 4 (F) 5 or more

7. How many sisters do you have who are older than you are? Include stepsisters and half sisters, if any.

   (A) None (B) 1 (C) 2 (D) 3 (E) 4 (F) 5 or more

GO ON TO NEXT PAGE

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*Adapted from Equality of Educational Opportunity, by James S. Coleman, et al, U. S. Office of Education publication, 1966.

8. How many brothers do you have who are younger than you are? Include stepbrothers and half brothers, if any.

(A) None (B) 1 (C) 2 (D) 3 (E) 4 (F) 5 or more

9. How many sisters do you have who are younger than you are? Include stepsisters and half sisters, if any.

(A) None (B) 1 (C) 2 (D) 3 (E) 4 (F) 5 or more

10. How many of your older brothers and sisters left high school before finishing?

(A) Have no older brothers or sisters
(B) None
(C) 1
(D) 2
(E) 3
(F) 4
(G) 5 or more

11. Does anyone in your home speak a language other than English most of the time?

(A) Yes ______________________________, if yes.
(B) No

12. Do you speak a language other than English outside of school?

(A) Yes, frequently
(B) Yes, occasionally
(C) Yes, rarely
(D) No

13. How many rooms are there in your home? Count only the rooms your family lives in. Count the kitchen (if separate) but not bathrooms.

(A) 4 or less (B) 5 to 8 (C) 9 or more

14. Who is now acting as your father? If you are adopted, consider your adoptive father as your real father.

(A) My real father, who is living at home
(B) My real father, who is not living at home
(C) My stepfather
(D) My foster father
(E) My grandfather
(F) Another relative (uncle, etc.)
(G) Another adult
(H) No one

GO ON TO NEXT PAGE

15. Who is now acting as your mother? If you are adopted, consider your adoptive mother as your real mother.

(A) My real mother, who is living at home
(B) My real mother, who is not living at home
(C) My stepmother
(D) My foster mother
(E) My grandmother
(F) Another relative (aunt, etc.)
(G) Another adult
(H) No one

Please answer all questions about your parents in terms of your answers to questions 14 and 15. In situations where no one is now acting as mother or father, answer questions about your parents in terms of your real father and mother whether they are living or dead.

16. What work does your father do? You probably will not find his exact job listed, but circle the one that comes closest. If he is now out of work or if he's retired, mark the one that he usually did. Mark only his main job, if he works on more than one.

(A) Technical -- such as draftsman, surveyor, medical or dental technician, etc.
(B) Official -- such as manufacturer, officer in a large company, banker, government official or inspector, etc.
(C) Manager -- such as sales manager, store manager, office manager, factory supervisor, etc.
(D) Semi-skilled worker -- such as factory machine operator, bus or cab driver, meat cutter, etc.
(E) Clerical worker -- such as bankteller, bookkeeper, sales clerk, office clerk, mail carrier, messenger, etc.
(F) Service worker -- such as barber, waiter, etc.
(G) Protective worker -- such as policeman, detective, sheriff, fireman, etc.
(H) Salesman -- such as real estate or insurance
(I) Farm or ranch manager or owner
(J) Farm worker on one or more than one farm
(K) Workman or laborer -- such as factory or mine worker, fisherman, filling station attendant, longshoreman, etc.
(L) Professional -- such as accountant, artist, clergyman, dentist, doctor, engineer, lawyer, librarian, scientist, college professor, social worker, etc.
(M) Skilled worker or workman -- such as baker, carpenter, electrician, enlisted man in the armed forces, mechanic, plumber, plasterer, tailor, foreman in a factory or mine, etc.
(N) Don't know

GO ON TO NEXT PAGE

17. How far in school did your father go?

(A) None, or some grade school
(B) Completed grade school
(C) Some high school, but did not graduate
(D) Graduated from high school
(E) Technical or business school after high school
(F) Some college but less than 4 years
(G) Graduated from a 4 year college
(H) Attended graduate or professional school
(I) Don't know

18. How far in school did your mother go?

(A) None, or some grade school
(B) Completed grade school
(C) Some high school, but did not graduate
(D) Graduated from high school
(E) Technical, nursing, or business school after high school
(F) Some college but less than 4 years
(G) Graduated from a 4 year college
(H) Attended graduate or professional school
(I) Don't know

19. In what type of community did your father live when he was about your age? (Give your best estimate if you are not sure)

(A) In the open country or in a farming community
(B) In a small town (less than 10,000 people) that was not a suburb
(C) Inside a medium size city (10,000 to 100,000 people)
(D) In a suburb of a medium size city
(E) Inside a large city (100,000 or more people)
(F) In a suburb of a large city
(G) Don't know

20. In what type of community did your mother live when she was about your age? (Give best estimate if you are not sure.)

(A) In the open country or in a farming community
(B) In a small town (less than 10,000 people) that was not a suburb
(C) Inside a medium size city (10,000 to 100,000 people)
(D) In a suburb of a medium size city
(E) Inside a large city (100,000 or more people)
(F) In a suburb of a large city
(G) Don't know

21. Does your mother have a job outside your home?

(A) Yes, full-time
(B) Yes, part-time
(C) No
(D) ______________________________ Name of job, if employed

GO ON TO NEXT PAGE

22. How good a student does your mother want you to be in school?

(A) One of the best students in my class
(B) Above the middle of the class
(C) In the middle of my class
(D) Just good enough to get by
(E) Don't know

23. How good a student does your father want you to be in school?

(A) One of the best students in my class
(B) Above the middle of the class
(C) In the middle of my class
(D) Just good enough to get by
(E) Don't know

24. How often do you and your parents talk about school work?

(A) Just about every day
(B) Once or twice a week
(C) Once or twice a month
(D) Never or hardly ever

25. How much education does your father want you to have?

(A) Doesn't care if I finish high school or not
(B) Finish high school only
(C) Technical, nursing, or business school after high school
(D) Some college but less than 4 years
(E) Graduate from a 4 year college
(F) Professional or graduate school
(G) Father is not at home
(H) Don't know

26. How much education does your mother want you to have?

(A) Doesn't care if I finish high school or not
(B) Finish high school only
(C) Technical, nursing, or business school after high school
(D) Some college but less than 4 years
(E) Graduate from a 4 year college
(F) Professional or graduate school
(G) Mother is not at home
(H) Don't know

27. Did anyone at home read to you when you were small, before you started school?

(A) No
(B) Once in a while
(C) Many times but not regularly
(D) Many times and regularly
(E) Don't remember

GO ON TO NEXT PAGE

The items listed below are things your family may have. Mark A if your family has it. Mark B if your family does not have it.

28. Television set

(A) Yes
(B) No

29. Telephone

(A) Yes
(B) No

30. Record player, hi fi, or stereo

(A) Yes
(B) No

31. Dictionary

(A) Yes
(B) No

32. Encyclopedia

(A) Yes
(B) No

33. Automobile

(A) Yes
(B) No

34. Daily newspaper

(A) Yes
(B) No

35. How often do you go to a public library or bookmobile (not your school library)?

(A) Once a week or more
(B) 2 or 3 times a month
(C) Once a month or less
(D) Never

36. How many magazines do you and your family get regularly at home?

(A) None
(B) 1 or 2
(C) 3 or 4
(D) 5 or more

37. How many books are in your home?

(A) None or very few (0 to 9)
(B) A few (10 to 24)
(C) One bookcase full (25 to 99)
(D) Two bookcases full (100 to 249)
(E) Three or more bookcases full (250 or more)

GO ON TO NEXT PAGE

38. Which one of the following best describes the program or curriculum you are enrolled in?

(A) General
(B) College preparatory
(C) Commercial or business
(D) Vocational
(E) Agriculture
(F) Industrial Arts
(G) Other

39. Did you enter the program you indicated in question 38 of your own choice, or were you assigned to it?

(A) My choice
(B) Assigned
(C) Only one program in my school

40. Did you go to kindergarten before you started the first grade?

(A) Yes (B) No

41. Did you go to nursery school before you went to kindergarten?

(A) Yes (B) No (C) Don't remember

42. About how many times have you changed schools since you started the first grade (not counting promotions from one school to another)?

(A) Never
(B) Once
(C) Twice
(D) Three times
(E) Four times or more

43. When was the last time you changed schools (not counting promotions from one school to another)?

(A) I have not changed schools
(B) Less than a year ago
(C) About one year ago
(D) About two years ago
(E) About three years ago
(F) About four years ago
(G) About five or more years ago

GO ON TO NEXT PAGE

44. How far do you want to go in school?

(A) I do not want to finish high school
(B) I want to finish high school only
(C) I want to go to technical, nursing, or business school after high school
(D) Some college training, but less than 4 years
(E) I want to graduate from a 4 year college
(F) I want to do professional or graduate work after I finish college

45. Have you ever read a college catalog?

(A) Yes (B) No

46. In the past 12 months, have you ever written to or talked to a college official about going to his college?

(A) Yes (B) No

47. Are you planning to go to college (junior or four year college)?

(A) Definitely yes
(B) Probably yes
(C) Probably not
(D) Definitely not

48. How many books did you read (not including those required for school) over the past summer? Do not count magazines or comic books.

(A) None
(B) 1 to 5
(C) 6 to 10
(D) 11 to 15
(E) 16 to 20
(F) 21 or more

49. On an average school day, how much time do you spend watching TV outside of school?

(A) None or almost none
(B) About 1/2 hour a day
(C) About 1 hour a day
(D) About 1 1/2 hours a day
(E) About 2 hours a day
(F) About 3 hours a day
(G) 4 or more hours a day

GO ON TO NEXT PAGE

50. If something happened and you had to stop school now, how would you feel?

(A) Very happy--I'd like to quit
(B) I wouldn't care one way or the other
(C) I would be disappointed
(D) I'd try hard to continue
(E) I would do almost anything to stay in school

51. How good a student do you want to be in school?

(A) One of the best students in my class
(B) Above the middle of the class
(C) In the middle of my class
(D) Just good enough to get by
(E) I don't care

52. On an average school day, how much time do you spend studying outside of school?

(A) None or almost none
(B) About 1/2 hour a day
(C) About 1 hour a day
(D) About 1 1/2 hours a day
(E) About 2 hours a day
(F) About 3 hours a day
(G) 4 or more hours a day

53. About how many days were you absent from school last year?

(A) None
(B) 1 or 2 days
(C) 3 to 6 days
(D) 7 to 15 days
(E) 16 or more days

54. During the last school year, did you ever stay away from school just because you didn't want to come?

(A) No
(B) Yes, for 1 or 2 days
(C) Yes, for 3 to 6 days
(D) Yes, for 7 to 15 days
(E) Yes, for 16 or more days

55. What was the first grade you attended with students from another race in your class?

(A) 1st, 2nd, or 3rd
(B) 4th, 5th, or 6th
(C) 7th, 8th, or 9th
(D) Other ______________________________(explain)
(E) I have not had classes with students of another race

GO ON TO NEXT PAGE

56. Are you a member of a club for future teachers?

(A) Yes
(B) No
(C) There is not one in this school

57. Were you on any school athletic team last year as a player or manager?

(A) Yes
(B) No
(C) We didn't have any athletic teams in my school

58. Were you a member of the Student Council last year?

(A) Yes
(B) No
(C) We didn't have a student council

59. Did you participate in any debating, dramatics, or musical clubs last year?

(A) No
(B) Yes, I was an active member
(C) Yes, but I wasn't very active
(D) Our school does not have such clubs

60. Did you participate in any hobby clubs at school last year, such as photography, model building, crafts, etc.?

(A) No
(B) Yes, I was an active member
(C) Yes, but I wasn't an active member
(D) Our school does not have such clubs

61. What ability group or track are you in in your English class?

(A) The highest group or track
(B) The middle group
(C) The lower group
(D) Our school does not have ability grouping or tracks
(E) Don't know

62. How bright do you think you are in comparison with the other students in your grade?

(A) Among the brightest
(B) Above average
(C) Average
(D) Below average
(E) Among the lowest

GO ON TO NEXT PAGE

63. How do you and your friends rate socially in this school?

(A) At the top
(B) Near the top
(C) About the middle
(D) Near the bottom

64. Do you feel that you can get to see a guidance counselor when you want to or need to?

(A) Yes
(B) No
(C) We have no guidance counselor

65. How many times did you talk to a guidance counselor last year?

(A) Never
(B) Once
(C) Two or three times
(D) Four or five times
(E) Six or more times
(F) We had no guidance counselor

66. Has your teacher or counselor encouraged you to take further training after high school?

(A) Yes, to go to college
(B) Yes, for technical or advanced job training
(C) Yes, for business or commercial training
(D) Yes, for other training
(E) No

67. Would you enroll in a vocational (job training) program if one that interested you were offered in your high school?

(A) I am already in a vocational (job training) program
(B) Yes, I would enroll in such a program
(C) No, I would not enroll in such a program

If you answered B or C on question 67, skip to question 71.

68. Here is a list of the kinds of job training courses vocational students take in schools around the country. Mark the number of the program that comes closest to the one you would like during high school.

00. Agriculture (on farm production)
01. Agriculture (off farm, i.e. agriculture-business and others related to farming needs)
02. Air conditioning
03. Airplane mechanics
04. Auto body mechanics
05. Automotive mechanics
06. Brick or stone masonry
07. Cabinet making

(Continued on next page)

08. Carpentry
09. Commercial art
10. Cooperative office or business training
11. Cosmetology (beauty culture)
12. Diesel mechanics
13. Distributive education
14. Electricity
15. Food trades
16. Foundry
17. Industrial cooperative training
18. Machine shop
19. Maid training (domestic service)
20. Needle trades
21. Painting and decorating
22. Plumbing (pipe fitting)
23. Practical nursing (health)
24. Printing
25. Radio-TV repair
26. Sheet metal work
27. Welding
28. Other________________________________(name it)

69. Would you like to be in a work-study program in which the school and local employer cooperate to give students on-the-job training?

(A) Yes (B) No

70. Are you wanting training for the job you really want to work at when you finish high school?

(A) Yes
(B) No, I am not able to qualify for it
(C) No, the course is full and I have to take something else
(D) No, I will not try to take it
(E) There is no training for that job in this school

71. How good a student do your teachers expect you to be?

(A) One of the best students in my class
(B) Above the middle of the class
(C) In the middle of my class
(D) Just good enough to get by
(E) Don't know

72. People who accept their condition in life are happier than those who try to change things.

(A) Agree (B) Not sure (C) Disagree

73. Good luck is more important than hard work for success.

(A) Agree (B) Not sure (C) Disagree

GO ON TO NEXT PAGE

74. Every time I try to get ahead, something or somebody stops me.

(A) Agree (B) Not sure (C) Disagree

75. If a person is not successful in life, it is his own fault.

(A) Agree (B) Not sure (C) Disagree

76. Even with a good education, I'll have a hard time getting the right kind of job.

(A) Agree (B) Not sure (C) Disagree

77. I would make any sacrifice to get ahead in the world.

(A) Agree (B) Not sure (C) Disagree

78. If I could change, I would be someone different from myself.

(A) Agree (B) Not sure (C) Disagree

79. I sometimes feel that I just can't learn.

(A) Agree (B) Not sure (C) Disagree

80. I would do better in school work if teachers didn't go so fast.

(A) Agree (B) Not sure (C) Disagree

81. People like me don't have much of a chance to be successful in life.

(A) Agree (B) Not sure (C) Disagree

82. The tougher the job, the harder I work.

(A) Agree (B) Not sure (C) Disagree

83. I am able to do many things well.

(A) Agree (B) Not sure (C) Disagree

84. About how long does it take you to get from your home in the morning to school?

(A) 10 minutes or less
(B) 20 minutes
(C) 30 minutes
(D) 45 minutes
(E) One hour or more

GO ON TO NEXT PAGE

85. How do you usually come to school in the morning?

(A) By automobile
(B) Walk or bicycle
(C) School bus
(D) Bus, other than school bus
(E) Other ________________________(explain)

86. When you finish your education, what sort of a job do you think you will have?

(A) Technical -- such as draftsman, surveyor, medical or dental technician, etc.
(B) Official -- such as manufacturer, officer in a large company, banker, government official or inspector, etc.
(C) Manager -- such as sales manager, store manager, office manager, factory supervisor, etc.
(D) Proprietor or owner -- such as owner of a small business, wholesaler, retailer, contractor, restaurant owner, etc.
(E) Semi-skilled worker -- such as factory machine operator, bus or cab driver, meat cutter, etc.
(F) Clerical worker -- such as bankteller, bookkeeper, sales clerk, office clerk, mail carrier, messenger, etc.
(G) Service worker -- such as barber, waiter, etc.
(H) Protective worker -- such as policeman, detective, sheriff, fireman, etc.
(I) Salesman -- such as real estate or insurance salesman, factory representative, etc.
(J) Farm or ranch manager or owner
(K) Farm worker on one or more than one farm
(L) Workman or laborer -- such as factory or mine worker, fisherman, filling station attendant, longshoreman, etc.
(M) Professional -- such as accountant, artist, clergyman, dentist, doctor, engineer, lawyer, librarian, scientist, college professor, social worker, etc.
(N) Skilled worker or foreman -- such as baker, carpenter, electrician, enlisted man in the armed forces, mechanic, plumber, plasterer, tailor, foreman in a factory or mine, etc.
(O) Don't know

87. What kind of school did you attend when you were in the eighth grade?

(A) A public school
(B) A private parochial school
(C) Another private school including military school
(D) Other (explain)________________________

G

FIND YOUR OWN INTERESTS

Helpful Planning for the Future

NAME________________________________SEX_____GRADE______AGE_____

I. What does the school record show? (Consider grades 7, 8 and 9)

A. Average grade in English_____, Math_____, Science_____, and in Social Studies_____.

B. Two favorite school subjects and give average grade for each:

1.____________________ Grade_____; 2.____________________ Grade_____

II. School activities (sports, plays, club work, etc.) are important:

A. Favorite School activity____

1. It is interesting because________________________________

____

2. Major offices held, if any, in this organization____________

____

B. Another favorite school activity is__________________________

because it_____________________________. Offices held in that organization have been__________________________________

C. Other school activities that would be nice to be a part of are

____

III. Three favorite hobbies outside of school are: 1. ________________

2. ________________________ 3. ________________________

IV. The skill that I feel best qualified to perform is________________

V. The course of study or special training that appeals most to me is

____

VI. I have been told by my ____________ that I was especially good at ____________ and ____________

VII. Members of my family and/or friends have suggested a career as ____________ to me, and I feel it would be ____________

VIII. The work I would really like to do for a living is ____________. Why? ____________

IX. Members of my family who have done this kind of work are ____________

____

X. My parents urge me to complete at least ______ years of school.

XI. Their schooling consisted of grade school, ____________ and ____________

XII. I have held part-time and/or summer jobs as 1. ____________

2. ____________ 3. ____________

I liked job number ___ the best. Job number ___ paid the best. It seemed I was most useful and learned the most on job number ___.

XIII. Reading:

A. My favorite newspaper is ____________. The part I enjoy most is ____________

B. The magazines I most often read for pleasure are: 1. ____________

2. ____________ and 3. ____________

C. The book I most recently read for pleasure was ____________

____________. That was ______ months ago.

XIV. The TV (or radio) programs I prefer are: 1. ____________

2. ____________ and 3. ____________

XV. CHECK THE APPROPRIATE COLUMN for the following:

	YES	NO
1. Am I the type of person who can follow instructions to the letter?		
2. Do I mind being told how to do a certain thing?		

		YES	NO
3.	Do I like doing a task exactly the same way each time?		
4.	Am I exact in the things I do?		
5.	Do I always remain calm when--		
	A. Taking a test in school?		
	B. Having plans suddenly changed?		
	C. Losing an argument?		
	D. Losing something important?		
	E. Participating in a sporting event?		
6.	Do I state my ideas clearly, verbally, and in writing?		
7.	Am I accurate in my oral and written work?		
8.	Do I enjoy writing?		
9.	Do I enjoy speaking?		
10.	Do I most enjoy working by myself?		
11.	Do I most enjoy working with others?		
12.	Do I prefer working outdoors?		
13.	Do I enjoy meeting new people?		
14.	Do I enjoy working with my hands?		
15.	Would I rather do research than repair work?		
16.	When I take my first permanent job, the beginning salary will be more important than possible future raises.		
17.	Advancement, to me, means increasing pay more than status or social acceptability.		
18.	Short hours and "good" vacations have more appeal to me than concern about security and retirement.		
19.	Am I more concerned about what I think of myself than of what others think of me?		
20.	Do I feel more challenged than threatened when confronted with decisions and responsibility.		
21.	Does having a job and family appeal to me?		
22.	Does it seem important that the wife should hold a job outside the home in order to help the family's standard of living?		

H - 1

SELF EVALUATION *

Besides obtaining information about careers, occupations, and jobs and the training they require, you need to consider yourself before you can make a decision as to what kind of a career you should choose. It is very important to UNDERSTAND YOURSELF as well as possible. How can you? The answers to two questions would be most helpful --

What do I need to know about myself?

How do I find out?

Consider the following six areas:

1. Your achievements or accomplishments
2. Your interests
3. Your aptitudes
4. Your personality
5. Your values
6. Your physical assets or limitations

Appraise yourself in terms of these personal characteristics. Here are three ways.

1. Experience. The following check list is for your use in evaluating yourself. It is not a test, neither is it complete, but it does provide a way for you to get before yourself on one page some of your own ideas about yourself.
2. Other people's observation of you. Your parents, your classmates, your teachers, others can be very helpful in sharing their appraisal of you. They may evaluate the record you have made. They may also tell you what reaction they have to you as a person. Perhaps you will want to show them your completed check list.

(over)

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* Adapted from State of Hawaii, Department of Education.

3. Vocational tests or inventories. To supplement your school records and to provide another basis for evaluating personal characteristics, there are various kinds of tests or inventories you can take. Ask your counselor or instructor about them. You may wish to compare your appraisal of yourself on the check list with other information.

MY ACHIEVEMENTS

How well have I done in:	Very Well	Well	Fair	No Exp.		Very Well	Well	Fair	No Exp.
English & language					Student government				
Social studies					Name other activities				
Science									
Mathematics					Mechanical work				
Music, art, and literature					Office jobs				
					Selling jobs				
Sports					Manual labor				

MY INTERESTS

How well do I like:	Very Much	Some	Very Little	No Basis		Very Much	Some	Very Little	No Basis
Science					Serving People				
Mathematics					Persuading people				
Music, art, and literature					Planning and organizing				

MY APTITUDES

How good am I at:	Very Good	Good	Fair	No Exp.		Very Good	Good	Fair	No Exp.
Forming mental pictures					Reading and writing				
Sizing up a situation quickly					Solving problems by reasoning				
Using figures & symbols					Speed & accuracy in assembling				
Speaking before groups					Drawing and Painting				

MY PERSONALITY

I believe that I am:	Yes	No		Yes	No
Well liked by most people			One who treats others so their feelings are not hurt		
Regarded as a "sales" type					
Able to accept criticism and benefit by it			Bothered by fears that I won't succeed		
Able to tackle tough problems and succeed			One who does things well and promptly even if I don't like to do them		

(Continued)

MY VALUES

How important to me is:	Very	Some	Little	I don't know		Very	Some	Little	I don't know
Money					Holding offices				
Security					Personal appearance				
Home life					Maintaining standards of personal conduct				
Service to others									

MY PHYSICAL ASSETS OR LIMITATIONS

I should consider the following physical assets or limitations when selecting a vocation:

H - 2

YOU AND YOUR VOCATION *

There are various steps which you may consider in choosing a vocation. You will want to review the many vocations in the different major occupational clusters and in the different industries. You may do this by studying the job leaflets in your class, school library, or guidance offices, field visits, meeting people, career days, and films. Your librarian, group-guidance teacher or counselor can be of help.

On the previous pages suggestions were made for learning about yourself, since one needs to understand himself if he is to choose his life work wisely.

Another step is a comparison of your qualifications with job requirements; and of your hopes, values and aspirations with what specific jobs have to offer. On the next page you will find a check list which may be useful to you in making such comparisons. Here is how a suggestion could be used:

1. After you have read or studied about the fields of work, select one that you believe might be appropriate for you and enter its name in the blank space at the top of the page.
2. On the basis of what is learned about the field of work by reading and from information you may have from your own experiences, from other people or from observation, fill out the first part of the check list to indicate how well you can meet the requirements of the vocation.
3. Similarly, fill out the second part so you may have an idea of how satisfying the work would be for you.
4. Repeat the process for other vocational fields, either by erasing what you already have written or by copying the form on separate sheets of paper.
5. Discuss the finished check lists with your parents, your friends, your teachers or your guidance counselor. Then try to arrive at a conclusion regarding what field would seem best for you.

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* Adapted from State of Hawaii, Department of Education.

WHICH JOBS ARE BEST FOR ME?

(Study the previous page carefully before completing this one)

Would____ be a good field of work for me?

HOW WELL CAN I MEET THE REQUIREMENTS?

	Well	Fairly Well	Poorly	I don't know
Basic abilities (you list them)				
Personality characteristics (You decide which are important)				
Necessary training				
Physical requirements				
Capital requirements				

HOW WELL WOULD THE WORK SATISFY ME?

	Well	Fairly Well	Poorly	I don't know
Duties involved				
Amount of travel				
Pay and other financial benefits				
Opportunity for advancement				
Opportunity for recognition				
Opportunity for service				
Security of employment				
Working conditions				

I

LETTERS OF APPLICATION

Date_________________________ Name____________________________________

Find a job ad for one career you are investigating for your report.

Write a letter of application for the job. It will be best to type it if at all possible. Project it into the future eight (8) years. Date it _______ ___, ______. Attach the ad to your letter in the upper left corner.

Assume (pretend) eight years have passed and you have had the necessary additional training, education, and/or experience. Describe this; mention previous experience, education, and/or military background, etc. The letter should include mention of where you found out about the job availability, hopes for the future with the company or place of employment, how you feel you could be of value to the employer, and other pertinent information. Be imaginative but not facetious.

Sell Yourself to the Employer

Consult other sources for ideas as to how to write the letter. Do not over use the word 👁 I.

Prepare the letter as if you were going to mail it to the prospective employer.

Letters will be due ________________________________. Expect to re-write any that are not satisfactory. Do not use regular identification headings as is usually expected on all assignments. Make them realistic.

If it is impossible to find an ad related to your first choice career investigation, choose one from your second choice, or consult the yellow pages of the phone directory or other appropriate sources for possible names and addresses of firms in which you are interested. As a last resort, consult your teacher, if it is in the professional category, or other, that may not carry ads through usual sources.

Note: There will also be "job application" forms to fill out on a present, and/or projected future basis.

J

OCCUPATIONAL CLUSTER* INTERESTS SURVEY

A. Instructions: Select three of the occupational clusters listed below and circle the number of your choices. Do not indicate more than three.

		1967 Employment	Needed to 1975
1.	Mechanical (and Repair) Occupations	56,250	24,325
2.	Clerical Occupations	67,300	30,690
3.	Basic Marketing Occupations	47,145	27,775
4.	Agricultural Production and Agricultural Services Occupations	43,100	2,770
5.	Food Services Occupations	40,355	17,405
6.	Construction Occupations	22,100	9,770
7.	Wood Products Occupations	28,380	6,540
8.	Stenographic and Typist Occupations	24,475	11,950
9.	Metal Working Occupations	18,805	10,015
10.	Accounting Occupations	23,225	10,015
11.	Health Occupations	17,885	6,983
12.	Electrical Occupations	15,350	4,425
	TOTAL	404,370	162,663

13. Other: ________________________________

*Clusters designated by Career Education Division of State Board of Education. Figures from p. 17, "Report of Task Force II" of the Project to Facilitate Systematic Articulation and Coordination of Occupational Preparatory Curriculums from the High School Through Community College. Darrell L. Ward, Project Director, Oregon Board of Education publication.

B. Identify by number in preference your choices and list three reasons (briefly) for each choice.

( ) a.

b.

c.

( ) a.

b.

c.

( ) a.

b.

c.

C. For each of the three clusters chosen, name one career or job you would expect to find in that cluster.

	Cluster	Job
1.		
2.		
3.		

D. What do these jobs have in common, if anything.

	Job	Common Factors
1.		
2.		
3.		

K - 1 *

AUTOMATION AND THE NEW EVOLUTION IN INDUSTRY

Aims

1. To understand the meaning and scope of mechanization in industry
2. To understand how it affects the pupil and worker today
3. To appreciate the potentialities of higher standards of living in our economy
4. To stimulate thinking of the class to alleviate the problems resulting from extended mechanization including automation

Helpful material

1. Daily newspapers
2. Labor market letters
3. Current magazines
4. Occupational Outlook Quarterlies

Motivation

Discuss some of the changes that have taken place in the automobile industry or the steel industry in the amount of total production, workers used, and the units produced in the last ten or twenty years; or the fruit and vegetable harvesting and packing industries in our State. Then raise some questions:

1. How is this change possible
2. How would you describe the change taking place? Bring in the concept of revolution, or is it only evolution.

Development

1. Place these headlines on separate boards. Headline one, "Automation: Trouble Around the Corner." Headline two, "Automation: Man's Welcome Servant." Pupils evaluate the headline which they regard as correct. Is it possible for both to be correct? In answer to these questions, pupils develop good points and problems which are

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* Note: All K designations are adaptations from the New York STEP Material.

entered in their notebooks. Then do some comparing of these good and bad points: "Fifty years ago most workers put in about 60 hours per week on their jobs; ten hours a day, six days a week."

2. Pupil discuss: Should automation concern you?

    a. Possible developments in the job you would like.

    b. Increasing competition for jobs. Will you have a better chance as a high school graduate or a dropout, a white collar or a blue collar worker.

    c. Holding a job. The importance of showing interest and being alert on the job. The importance of continuing education and training. Discuss this thoroughly in relation to recent articles in newspapers and magazines, and reports on radio or TV or in other classes.

Application

Reading and discussion of current material, topics under discussion. Show films or film strips related to this particular aspect of the lesson. Again there are several to choose from; pick current ones, those with meaning.

K - 2

WHY STAY IN SCHOOL

Aims

1. To help resolve doubts in the minds of pupils about staying in school.
2. To develop judgment factors

Helpful materials

1. Manpower, Challenge of the '60s, U. S. Department of Labor
2. Stay in School, U. S. Department of Labor, Leaflet No. 8
3. School or What Else, U. S. Department of Labor

Motivation

Pose the question, Have you ever made a mistake involving the loss of money? After some discussion of this, show them a picture of a fist holding a bag of money and then put the figure $30,000 mistake on that. Ask the question, How would you react if you were faced with the danger of a $30,000 mistake?

Development

1. Discuss how dropping out of school before graduation can result in a substantial loss of money.
2. Students analyze their answers to the questions which follow by examining various reports showing employment, unemployment trends based on the number of years of education, experience, and so forth.
    a. How much higher is unemployment among those with the least education?
    b. Who is unemployed longer, the younger worker or the older worker? Why?
    c. Does it make much difference if you are trained or untrained? Why?

Application

Have students bring recent articles, advertisements in which various leaders in sports or business have made accomplishments, and ask: What connection is there between traits of an athlete or business leader and the traits of one who continues his education? What are some of the comparisons?

K - 3

THE NEWSPAPER AS AN AID IN LOOKING FOR A JOB

Aims

1. To learn how to use a newspaper in looking for a job
2. To evaluate the usefulness of a newspaper in job hunting
3. To understand how want ads reflect the labor market and its demands
4. To emphasize the importance of high school graduation in getting a job

Helpful materials

1. Section on classified advertisements. Pupils are requested in advance of this lesson to bring in copies from their local newspapers; although it is preferable to have a copy of a uniform date, it is not essential.
2. Copies of local maps so the job locations may be pinpointed.

Motivation

Relate to pupils instances showing how the newspaper can be a valuable aid in job hunting. Pupils will volunteer other instances from experiences of friends and family. Point out the value of studying classified ads for all pupils, including those presently employed.

Development

1. Pupils scan through the classified advertisements of the Sunday paper to get an idea of the number and kinds of jobs. Question, How do you go about finding the specific place or places which might include jobs interesting to you?
    a. Review and compare with dictionary work, using guide words and guide letters
    b. Examine page headings above the ads. What sections will you rule out?
2. Are you looking for the same type of employment as a high school graduate seeks? Factors to consider in seeking employment:
    a. Part-time or full-time

b. Experience and training

c. Extent of education

Have pupils examine the want ads in a particular category, for example, clerical. Is there much or little demand for high school graduates? The same question is asked after examining another category.

3. Pupils volunteer the best classification to examine for jobs in this course. To expedite this phase of the work, reference is made to jobs they have had experiences in, or to people they know personally who have experienced them.

4. The class is divided into committees to find job possibilities in groups or categories. The likely job referrals are underlined. The committees will report on the number and types of job opportunities found, and also indicate some of the qualifications which rule out certain jobs. For instance, high school graduation required, positions limited to full-time, age or experience requirements.

5. Pupils suggest three ads which bear promise for job referral. Print these ads on the board and evaluation follows. If you had to select one of these ads for follow-up, which one would you pick? Why?

6. Pupils set up a dictionary of abbreviations as shown in want ads. Arrange these alphabetically and provide their meanings. Examples would be clrcl, or nec, and so forth.

Application

1. Pupils learn how to answer typical ads which they have selected.
   a. Pupils role-play telephoning for an appointment. Stress the importance of careful observation to check good and bad points. Discuss and evaluate these.
   b. Detailed planning is done by the pupils
      (1) How to get to the job from school or home
      (2) How to make a personal appearance. Then the scene is enacted and suggestions follow
2. Print a copy of a particular ad on the board with its brief description. Is alertness important, neatness? Find ads in your paper which request similar qualifications.
3. Films and film strips to be used with this particular lesson:
   a. Films: Personal Appearance, How to be Well Groomed
   b. Film strip: The Job Interview

K - 4

APPLYING FOR A JOB

Aims

1. To set up practical rules of dress, speech, attitude, and related matters in applying for a job
2. Relate these rules to pupils' experiences which call for evaluation
3. Plan committee work and activities for duplication of materials developed in the lesson

Helpful materials

"How to Get and Hold the Right Job" and "How to Sell Yourself to Your Employer" are publications of State Employment Service.

Motivation

Have an illustration placed on the board or on a transparency which shows several people standing in line waiting to apply for a job and the caption "Who's going to get the job?" Raise these questions, for example: "Have you ever had the experience of being one of several applicants for a job? If you had to face such a situation again, what precautions would you take? What advice would you give to one applying for the first time?" Describe your feelings at this time.

Development

1. Pupils discuss who is going to get the job
   a. If we were able to look at the applicants face to face, would we be able to tell if any particular applicant had a better chance to get the job, for instance, because of good grooming, hair brushed neatly, clean clothes, and properly pressed necktie, and so forth.
2. Distribute pupil work sheets. Pupils evaluate the different illustrations and presentations by the various groups or committees, by indicating what is wrong, such as open shirt, untidiness, haughtiness, verbosity, and so forth. Pupils will also suggest additional panels for the work sheet.
3. To integrate the many suggestions and evaluations offered, have the pupils draw up a chart of helpful points in applying for a job. Use two columns.

a. Before you leave

b. When you arrive. Under these:

  (1) Write their suggestions on the board as they are volunteered

  (2) Pupils then arrange them in categories and in sequence where necessary

  (3) Chart is copied in notebooks. The board work will show development such as the following: there are a number of items listed under "Before," relating to appearance and preparation. A more extensive list appears under "When you arrive." Suggest several things concerning appearance, reflection of attitude, suggestions about when to ask questions, when not to, courtesy, and so forth.

Application

1. Pupils conduct a model interview for a part-time job, followed by evaluation

2. Distribute employment pamphlets, "How to Get and Hold the Right Job," and "How to Sell Yourself to an Employer," and compare these with the chart of rules developed in the lesson. Did any important rules get omitted?

3. Committee work and assignments. Plan for duplicating of the chart developed to be used in the school employment office, and in other classes where appropriate.

   a. Materials and machines

   b. Assignments follow-up

      (1) Read and discuss available articles concerning the importance of speaking English correctly, and other points, when making job applications

      (2) Films or film strips

         a. Films, such as Everyday Courtesy, How to be Well Groomed, Improve Your Personality, Personal Appearance, Shy Guy

         b. Film strips, such as Getting a Job, The Job Interview, You Want to Look Right, Selling Yourself to an Employer

K - 5

GOOD GROOMING

Aims

1. To understand what good grooming means
2. To appreciate the importance of good grooming in and out of school

Helpful materials

1. Copies of the daily newspaper
2. Class sets of free materials from such places as the American Institute of Men and Boys' Wear, 386 Park Avenue, South, New York 16; a variety of offerings such as Package for Success, Employment Agency Heads Look at Job Applicants, Dress Right, Look Your Best to do Your Best, and the picture booklet, "The 90% You"

Motivation

Try to obtain two large full, identical pictures of an important individual, outstanding in leadership and positive accomplishments. Consult magazines and newspapers. On one of the representations block out in advance the odd, extreme hair cuts, sloppy shoes, baggy pants, and so forth. If a full picture is not available, use to advantage what can be used. Show this picture alongside the one that is untouched. Point out that while there may be a humorous aspect of this showing of contrast, it is meant to be respectful and to develop a lesson we can apply to everyday living. Set both pictures up for all to see. (A transparency would be helpful.)

Development

1. Elicit reasons for murmuring and critical expressions when pictures are shown. There will be several of them listed probably. This would be a good opportunity to have the pupil secretary list the reasons while the others tell about them.
2. Pupils are asked to consider the following situation: You are an employer eager to hire a young man for a job with a lot of promise of advancement. Two young men apply, one showing good grooming, the other, poor grooming. Who would you prefer? Why?
    a. Poor grooming is a sign of carelessness, neglect, or indifference

   b. A person who shows poor grooming might be a bad influence for other workers. Without mentioning names of pupils, what are some of the faults in grooming you have witnessed in this school? This might be an opportunity to have some discussion about such things as the kind of clothes people are wearing now, and the kind of hair cuts.

3. Point to photographs and ads in newspapers showing individuals in dress and grooming other than standards set for school attendance; for instance, baseball players, gardeners, and so forth. Pose these questions: Would you criticize the dress and grooming in these cases? Why not? Why would it be wrong for school?
   a. Dressing properly for the different activities and assignments, such as work, shop, gym, or regular class
   b. The importance of school as the training ground for good habits
4. "It's just that we want to be a little different; we don't want to be stuffy so we make our own styles of dressing." Pupils evaluate this comment by examining the newspaper and classroom to show opportunities for variety in dress, differences in good taste:
   a. Types of collars
   b. Clothes, materials, cuts, patterns
   c. Color harmony
   d. Shoes

Application

1. What do you think? You are applying for a job in a factory where you will be working with machines. How would you dress for the interview? Is it advisable to ask the prospective employer what kind of clothes you should wear for work? Should there be any difference in dress between work as a stock boy in a store room and a factory hand?
2. Pupils set up some basic rules for dress and good grooming which are copied in their notebooks:
   a. Be neat in clothes and personal care
   b. Be clean
   c. Dress appropriately for what you plan to do
   d. Be in good taste, not loud and not freakish

3. Distribute for oral reading, "Package for Success," a pamphlet prepared for the National Sales Executives. This article gives added meaning and authenticity to the lesson, especially when it is stressed that this is a regular training sheet used in private employment. All the hints and guides on the sheet are interesting and valuable. The material developed in the better dress program of some public schools is also helpful.

4. Films or film strips

   a. Films, such as How to be Well Groomed, Personal Appearance

   b. Film strips, such as You Want to Look Right, So You Want to Make a Good Impression

Further motivation

General Electric, among the larger employers in the nation, looks for and asks of each of its prospective employees the following five questions:

1. What can you do?
2. What are you willing to do?
3. What personality characteristics have you?
4. What kind of character do you have?
5. What place would you fit in the organization?

K - 6

YOUR FIRST JOB

Aims

1. To emphasize the importance of perseverance and application to hold the job

2. To discuss the dangers and disadvantages of frequent job changes

3. To appreciate the dignity of all kinds of labor

Motivation

Invite school employment counselors or private employers to give a brief talk on procedures and standards of referring or accepting youth for job openings, emphasizing the importance of the record and character references.

Development

1. Holding a job. Show the class an application for employment form from a local company and point to the section on employment history. Ask the students' opinion of the following situation: There is a part-time job for general office work available and two pupils are candidates for the job. Demonstrate via overhead projector and transparencies by filling out this section on the employment application. One pupil gives the following history, and it lists him holding four or five different jobs very briefly. The other student writes "none" in the employment history section. Discuss how an employer might react after studying both applications. What additional information on both candidates would be helpful? It is useful to use employment applications which call for information concerning the reason services were terminated at previous jobs.

2. Starting to work. Using their own experiences, pupils may develop a set of rules for advice on holding a job. For example, the class might list a group of do's and a group of don'ts, perhaps a dozen or so of each. Examples:

   Do - Be alert   Don't - Argue with your supervisor

3. Choosing a job

   a. When can you be choosy? Factors to consider: number of jobs available and range of jobs; special work experience or training required; your financial needs; your physical limitations and other qualifications

   b. Is there such a thing as high or low jobs? Discuss this question in some detail

4. Leaving a job

   a. What is the difference in leaving a job and transferring to another job?

   b. What responsibilities do you owe yourself in considering a change, such as discussing with responsible people, making sure that there is no other opportunity, and leaving on good terms?

   c. What responsibility do you owe to the employer, such as giving an explanation for the action, giving sufficient notice, not leaving him in the lurch during the busy season, or what have you?

Application

1. Self evaluation. George Washington Carver said, "Start where you are with what you have, make something of it and never be satisfied."

   a. How do you apply this advice on the job?

   b. Make the phrase "never be satisfied" more clear by adding other words.

2. Have a committee of pupils make a brief interview survey of faculty members concerning the nature of the first jobs they held and the lessons they learned on these jobs. The committee will report at a later period following or preceding reading assignments.

3. Pupils study press reports of particular leaders and their success, and how they got their start. Follow-up activities include studying the press reports, evaluating them, etc.

4. Films or film strips. Again, there are a great number available; see various catalogues

L - 1

INITIAL SAMPLE LETTER TO PARENTS

Dear Parent,

Your son or daughter has enrolled in Self Understanding Through Occupational Exploration (SUTOE). This ninth-grade course has a number of goals which we would like to acquaint you with, especially since your child may frequently come to you for advice or information that you have gained through your own living and working experience.

SUTOE aims at enabling students to gain knowledge and understanding of possible future goals and job opportunities, to develop self-confidence, poise, and other social skills in applying for work via application and job interviews; to gain understanding of employers' viewpoints and requirements; to broaden knowledge of the general economic structure as related to the labor force needs of our nation, state and local area; to gain understanding of the importance of opportunities offered through high school and post-high school training programs; to assess one's own strengths and weaknesses with respect to vocational potential.

The course will involve the students in individual research and independent study. We will make field trips to local industries and invite guest speakers into class in order to make the class as realistic and practical as possible. Perhaps you, as a parent, will be able to assist in this way. Certainly, your practical experience will assist your child in better carrying out his assignments for this class.

We are planning several parents' nights which we hope you will attend. You will be further notified when the specific dates are set. Feel free to contact me at any time.

Yours very truly,

Name,
SUTOE Teacher

L - 2

FOLLOW-UP SAMPLE LETTER TO PARENTS

Dear Parent,

"Experience is the best teacher" is a trite, but true maxim. During the past year we have tried to employ it in our SUTOE class work by giving students a first hand look, whenever possible, at the realities of the world of work by which to measure their personal occupational potential. You have aided us often by adding your own voice of experience in helping your child with his studies or by participating in parent or class meetings.

We also must learn by experience and are soliciting your comments and suggestions about the course. Enclosed is an evaluation form. We would be very grateful for your assistance in helping us to judge the worth of the course and in offering ideas for improvement.

Since the true test of SUTOE's value cannot be known until these students have entered the working world, we hope that some years from now we can follow them up and have them re-evaluate its long range effect. Therefore, any help you can give us in keeping in touch with your son or daughter after leaving high school will be appreciated.

Yours very truly,

SUTOE Teacher

Enc.

L - 3

SAMPLE EVALUATION FORM
for
Students, Parents and Resource Persons

Some of the objectives of this course are listed below. Please place a check in the appropriate rating column to indicate the degree to which you feel this goal was achieved.

Objectives	Excellent	Good	Fair	Poor
1. To provide students with more information on the demands and realities of the working world.				
2. To aid students in better understanding their personal strengths and limitations with respect to selecting a possible future occupation for themselves.				
3. To aid students to explore related fields of work and specific occupations in which they are interested in order to see if they are suited to such work.				
4. To aid students in planning their high school program and future training needs in order to reach their tentatively identified field-of-work goals.				
5. Through class activities, to teach students how to work better with others, as well as other personal traits needed to be a successful jobholder in the future.				
6. To help students understand the importance of their present school studies with respect to getting and holding a job in the future.				
7. To teach students how appropriate decisions and plans are made.				
8. To acquaint students with the many types of educational and training opportunities beyond high school.				
9. To teach students the value of consulting with experienced adults, such as parents, business men, workers, and counselors, etc., for guidance.				
10. Making future plans.				

(continued)

Do you feel this course should be continued in our school in the future?

Would you recommend this course for your friends? Why?

Do you feel a course such as this would be of value to other school systems?

Do you feel parents should be asked to participate to a greater or to a lesser degree in class activities?

What suggestions or comments do you have for improving the course?

L - 4

STUDENT EVALUATION OF SUTOE

On this sheet please write an evaluation of the SUTOE Program, for our use in future plans, for students who will follow you into the course. This is not for scoring. If you would feel better about what you have to say, you may leave your name off, but we want an honest answer to the question: "How can this course be made more valuable for individual students?"

Name__________________________
(if so desired)

L - 5

GUIDELINES FOR LETTER TO POTENTIAL EMPLOYERS

Students are available for part-time employment in the afternoon (or morning) or full-time during the summer months. These students fulfill the following qualifications:

1. They range in age from 14 through 17, subject to industry regulations.
2. The time of day an individual would be free from school may be arranged to the mutual advantage of all.
3. They are screened and recommended by the school.
4. They will receive some supervision at the job by a teacher coordinator.
5. They will work for a minimum wage, or in agreed upon situations for no pay.
6. The school will arrange for working papers and social security cards.
7. These pupils will receive school credit for work experience performed during school hours or within regulations set by the school.
8. A portion of their in-school time is spent specifically in learning basic employment skills and attitudes.
9. They have obtained parents' approval.
10. They are good prospects for future full-time employment.
11. Close by suggesting that they please call if there is an opening for one of the students, and sincerely yours, and signed by the instructor.

4

M - 1

SUGGESTED GENERAL TESTS

1. Hall Occupational Orientation Inventory (HOOI)
   Follett Publishing Co., P.O. Box 5705, Chicago, Illinois 60680.

2. Kuder Preference Inventories, Personal, Vocational
   Science Research Associates, Inc., 259 East Erie Street, Chicago, Illinois 60611.

3. Ohio Vocational Interest Survey (OVIS)
   Harcourt, Brace and World, Inc., 257 Third Avenue, New York, New York 10017.

4. Academic Promise Tests (APT)
   The Psychological Corporation, 304 East 45th Street, New York, New York 10017.

5. Dailey Vocational Tests
   Houghton Mifflin Company, 2 Park Street, Boston, Massachusetts 02107.

6. Differential Aptitude Tests (DAT)
   The Psychological Corporation, 304 East 45th Street, New York, New York 10017.

7. General Aptitude Test Battery (GATB)
   (Contact local State Employment Service if not available in your school.)

This is not meant to imply that every one of these, or more, should be used. Some of these tests require special training before attempting to administer them. All require proper direction giving and a setting by which reliability and validity is established. Even under these conditions, test results for a particular individual may not be a true reflection of his aptitude or interest. In general, a test may prove to be a helpful source in getting to know the student better, but more important, it should help him understand himself better.

The guidance (testing) department of the local school should have other suggestions and be prepared to administer individual intelligence tests as deemed advisable as well as a source of help in working with achievement and personality tests or other specialized aptitude tests.

Again, as with other suggestions, these are not intended as exclusive nor as including all possible aptitude or interests tests. Many specialized tests for individual situations may be advisable from a great variety of sources.

EXAMPLES OF STUDY SKILLS RESOURCES

BOOKS

Lewis, Norman; *Word Power Made Easy*; (paperback); Pocket Book, Inc., New York; 1949.

Nason, Leslie J.; *You Can Get Better Grades* (pamphlet); University of Southern California; 1961.

Roberts, Clyde; Word Attack: *A Way to Better Reading*, Harcourt, Brace & Company; 1956.

Shefter, Harry; *Faster Reading Self-Taught* (paperback);Pocket Books, Inc., New York; 1958.

__________; *Short Cuts to Effective English* (paperback)

__________; *6 Minutes a Day to Perfect Spelling* (paperback)

__________; *Shefter's Guide to Better Compositions* (paperback); Washington Square Press, Inc., New York; 1960.

Wrightstone, J. Wayne; *How to be a Better Student*; Chicago, Illinois; Science Research Associates; 1956.

FILMSTRIPS

Learning to Study (7 filmstrips); Jam Handy Organization, 2821 Grand Boulevard; Detroit, Michigan, 48211.

Studying for Success (11 filmstrips & 5 records); Eye Gate House, Inc.; 146-01 Archer Avenue; Jamaica, N.Y., 11435.

School Skills for Today & Tomorrow (6 filmstrips); Society for Visual Education; 1345 Diversey Parkway; Chicago, Illinois, 60614.

Better Study Habits (6 filmstrips); McGraw Hill, 327 West 41st St., New York, N.Y., 10036.

Developing Your Study Skills (2 filmstrips); Guidance Associates; Pleasantville, N.Y., 10570.

Developing Effective Reading Study Skills; Stanley Bowmar Co., 12 Cleveland Street, Valhalla, N.Y., 10595.

FILMS

Improving Study Skills, McGraw Hill

How to Succeed in School, McGraw Hill

How to Take a Test, McGraw Hill

Effective Listening, McGraw Hill

Group Discussion, McGraw Hill

Planning Your Talk, McGraw Hill

PROGRAMMED INDIVIDUAL STUDY SKILL MACHINE; Language Master; Bell & Howell; 1700 McCormick Road, Chicago, Illinois, 60645. (The machine itself and a number of specific study skill sets are available for various grade levels. After orientation, the student can operate the machine himself.